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ABSTRACT

This document contains medical assisting competencies and competency-based performance objectives, learning activities, resources, and levels of achievement for each competency that were adapted and developed by instructors of medical assisting to suit the needs and legal parameters of Pennsylvania. The competencies and associated elements are intended to help Pennsylvania health occupations educators determine curriculum based on input from business and industry personnel on occupational advisory committees. The document consists of an abstract that briefly describes the project that produced the competencies; an introduction that explains competency-based education; a section that analyzes health care occupations; a section that explains performance objectives; a section that tells how the project objectives were met in the production of the competencies and other elements; a summary; a 14-item bibliography; and an appendix that contains all the competencies and associated elements. In the appendix, the 49 competencies are arranged in 12 instructional units: Role and Responsibility, Clinical/Administrative Office Management, Communications, Microbiology/Medical and Surgical Asepsis, Body Structure and Function, Human Growth and Development, Medical Terminology, Safety in the Health Care Setting, Medical Math/Drugs/Solutions, First Aid/Cardiopulmonary Resuscitation, Nutrition, and Career Opportunity/Employment Preparation. Each competency is accompanied by objectives, learning activities keyed to resources, list of resources, and evaluation procedures. (CML)

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FINAL REPORT

MEDICAL ASSISTING COMPETENCIES

PDE 85-9054

by

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BUREAU OF VOCATIONAL EDUCATION AND ADULT EDUCATION

CURRICULUM DEVELOPMENT AND UTILIZATION

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Brenda Webster-Houck - Bradford County Area Vocational Technical School

Marie Moore - Altoona Area Vocational Technical School

Juliann Wanzie - Northumberland County Area Vocational Technical School

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ABSTRACT

The purpose of this project is to adapt existing competencies, available from a number of resources, to meet the needs of medical assisting education within the legal parameters set by Pennsylvania. Specifically, this project will assist local medical assisting instructors to meet regulations 6.1 and 6.32 of Chapter 6 from the Pennsylvania Department of Education (PDE) which requires that local school districts submit the following evidence:

A description of the program and its competency-based philosophy includes a series of courses with the following essential elements, including documented sources:

1. content based on occupational analysis;
2. clearly stated performance objectives deemed critical to successful employment to be achieved by students;
3. performance objectives which include (a) the conditions under which the task will be performed, (b) a description of the task, and (c) a standard for how well the task shall be performed; and
4. assessment of student performance based on present performance standards (PDE Form 3029C).

After the competencies specific to Pennsylvania are written, a group of experienced teachers from the field developed competency-based performance objectives, learning activities, resources, and evaluation criteria for each competency. After competencies are chosen based on local needs, medical assisting instructors will be able to access these materials and choose learning activities and resources available in their local communities.

INTRODUCTION

Competency-based Education

In the early 1970s, Pennsylvania moved toward competency based vocational education when educators became concerned about the quality of vocational curricula in the state. Dittenhafer (1984) reported that the emphasis became stronger with the adoption of a policy statement encouraging area vocational technical schools, high schools, intermediate units, and community colleges to use a competency-based program as well as a detailed implementation model. Buttram, Kershner, Rioux, and Dusewicz (1987) completed an evaluation of competency-based vocational education (CBVE) in Pennsylvania and reported that

In spite of the absence of a supportive database, almost all of the officials and teachers advocated the continuation of CBVE. They also felt, however, that the state must take a number of prescriptive actions if CBVE was to continue. These include the development of more definitive policies on CBVE, provision of state funds to modernize and/or develop curriculum and programs for high technology areas, revision of vocational education teacher certification requirements to include coursework on CBVE, evaluation of CBVE impacts, and identification of exemplary sites for schools to visit (p. 54).

The concept of competency-based education means different things to different people. Competency-based education (CBE) was defined by Jonasson (1978) as "a data-based, adaptive, performance-oriented set of processes that facilitate, measure, record, and certify within the context of flexible time parameters the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles"

(p. 31). He supported the CBE concept as an egalitarian model of education representing a fundamental belief in human equality:

1. equal treatment through commonly shared student objectives, identical evaluation methods, and identical instructional materials;
2. equal opportunity through equal access to materials and student determined rate of instruction and goals; and
3. equal authority with commensurate responsibility through the student's selection of learning experiences and responsibility for goal attainment (Jonasson, 1978, p.32).

The entire issue of the May, 1978, Phi Delta Kappan, addressed the pros and cons of competency-based education. Supporters of CBE advocate granting credits and degrees solely on the basis of demonstrated performance rather than on coursework completed or time spent in the classroom. They argue that CBE will produce higher academic standards, more broadly education faculty, greater institutional accountability, and most important, graduates with high level skills. Opponents charge that CBE will mechanize learning, restrict academic freedom, enlarge administrative bureaucracy, and place unrealistic demands on students.

Blank (1987) identified four essential components of an occupational training program that is competency-based:

1. is based on job validated, concisely stated outcomes (tasks, competencies, etc) that clearly indicate to all concerned exactly what the student will be able to do upon successful completion of the training;
2. delivers instruction to the trainee in an appropriate manner that, within the limits of practicality, allows the trainee to speed up, slow down, and repeat instruction in each unit of learning as needed to learn efficiently;

3. whenever possible, both requires and helps the student to reach a high level of proficiency in one unit of learning, typically 90 to 100 percent mastery, before being forced or allowed to proceed to the next unit; and

4. evaluates students on their ability to perform stated outcomes; the shift is toward performance testing and away from knowledge testing (pp. 36-37).

Fretwell (1987) noted that the term competency-based usually indicates that instruction content is determined by the tasks required to complete a specific job and he identified four basic characteristics of CBE:

1. identify the specific level of skill and knowledge needed to perform the occupation in the marketplace;
2. tailor instructional materials that will enable trainees to learn these skills at an individual pace and in ways to learn best;
3. assess student progress and mastery at each level of training activity; and
4. update and modify the instruction materials as job needs change.

The characteristics of competency based education were basically similar as stated by various authors. The terminology was used interchangeably in competency-based instruction, competency-based training, competency-based education, competency-based vocational education, and competency-based adult education. Implicit in the literature was the foregone conclusion that competency-based education was the alternative to traditional education so that discussion focused on the diversity of methods, policies, and procedures of implementation and evaluation as well as process, rather than on the pros and cons of the viability of competency education.

OCCUPATIONAL ANALYSIS

Health care is the second largest industry nationally. The growth of the health care industry requires knowledgeable and competent employees at all levels. Public demand for quality health care services calls for improved use of presently employed personnel and an increase in the number of available, prepared workers (Richards, 1980) such as medical assistants (Barbour, 1987). According to Fidler (1988), medical assisting has become one of the fastest growing occupations. A predicted 53.1 percent increase in the number of medical assistants will be needed between 1984 and 1995 (U.S. Department of Labor, 1984). However the demand is increasing more than the supply (Barbour, 1987 & Gallagher, 1988). In addition to the work force demand, the impact of technology in health careers has led to increased complexity in health care including ancillary health care to patients (Barbour, 1987; Klemovage, 1985), thereby increasing the demand for well-qualified ancillary health care personnel.

A study of health occupations education revealed that the field is affected by changing employment needs, technological demands, and the effect of an increased elderly population as well as expected enrollment declines in health occupations programs. Personnel in health care may be insufficient to meet future demands (Barbour, 1987).

The education and training of many personnel in health care are the responsibility of health occupations education, an area of vocational education. The task of preparing youth and adults for their roles in today's labor market has become increasingly complex due to changes in technology and research discoveries. Since 1917, federal legislation has supported public education as a means for preparing a skilled work force.

As the mission continues, vocational educators seek better methods to educate, upgrade, and retrain the nation's work force. The accelerated rate

of changes and technological discoveries in health care stresses the need to revise curricula in order to provide current and well education health care providers. Statewide vocational health occupations education programs need to be examined to determine if students are being prepared for entry-level positions with the competencies required in the 1990's (Barbour, 1987). The purpose of health occupations education is to prepare persons adequately for entrance into health care occupations (Richards, Evans, Herr, 1988).

Gallagher (1988) notes that curricula should reflect the competencies and skills that are marketable and up to date. Broad definitions give a general overview of what is expected of the medical assistant. According to the 1986-1987 Occupational Outlook Handbook,

employment of medical assistants is expected to grow much faster than the average for all occupations through the mid 1990's. Contributing to future job growth is the projected increase in the number of practicing physicians, together with extremely rapid growth in outpatient care facilities, such as urgent care centers and surgicenters. The increased complexity and volume of the paperwork associated with medical care also will spur demand. Most job openings, however, will result from the need to replace experienced assistants who leave the occupation. In view of the preference of many physicians for trained personnel, job prospects would be very good for medical assistants with formal training, experience, or both. Employers view formal certification favorably. Medical assistants with word processing and computer skills will have an advantage (p. 316).

Medical assisting is a program that combines subject matter and experiences designed to prepare a person to assist physicians by performing functions related to both business and clinical duties of a medical office. Business duties cover insurance, accounts, reports, medical records,

computerized fiscal management, medical transcription and/or work processing. Clinical duties include preparation of the client for examination, assessing vital signs, assisting with physical examinations and treatments, routine laboratory procedures, and the use of the electrocardiograph machine (Barbour, 1987).

Curriculum materials from a number of resources were reviewed to determine the competencies required for the Commonwealth of Pennsylvania, e.g., V-TECS, Oklahoma State Curricula, Indiana Health Occupations Education Competencies, Illinois Health Occupations Education Competencies. After the competencies specific to Pennsylvania were written by teachers currently employed in teaching the specific health occupation, a group of teachers developed competency-based performance objectives, learning activities, resources and evaluation criteria for each competency.

It is important for medical assisting teachers to evaluate which of these competencies are important for their individual communities. This evaluation should be done by the local education agency in cooperation with the occupational advisory committee to maintain local autonomy in school curricula.

PERFORMANCE OBJECTIVES

Performance objectives state clearly what is to be achieved by students of a program. Such statements usually include three components: (a) the conditions under which the task will be performed, (b) the behavior to be measured, and (c) the standard for how well the task must be performed (Mager, 1984).

Condition

The condition part of the objective outlines the circumstances under which the student will be required to perform the activity. This portion of the objectives describes (a) what equipment, supplies or materials will be

given to the student; (b) what materials the student will be denied access to; (c) what setting the performance must be demonstrated in; (d) what information the student may be provided that will direct the action in a certain way; or (e) what amount of time will be allowed for the performance to be accomplished.

Performance or Behavior

The performance or behavior part of the objective describes what the student will be doing. It must contain an observable response that can be measured.

Criterion

The criterion part of the performance objective describes the degree of proficiency that must be reached in carrying out the performance; in other words, this part describes how well the student must be able to do the job. The criterion tells the student and teacher what level of performance is required in order for the performance objective to be achieved.

PROJECT OBJECTIVES

OBJECTIVE 1: DEVELOP A SET OF COMPETENCIES THAT WILL MEET LEGAL PARAMETERS SET BY PDE FOR MEDICAL ASSISTANT AND ASSIST THE LOCAL TEACHER TO COMPLY WITH DOCUMENTED EVIDENCE OF PLANNING, OCCUPATIONAL ANALYSIS, AND INDUSTRY VALIDATION IN MEETING CHAPTER 6 REQUIREMENTS FROM PDE.

Four experienced medical assistant teachers, chosen in cooperation with Helen Swaincott, Program Specialist, PDE, met at Penn State for three days to review and analyze national, state, and local resources (D.O.T.; Occupational Handbook; Federal Labor information; V-TECS; state curricula from Oklahoma, Illinois, Indiana, Florida; textbooks). Using these resources, medical assisting competencies were identified and competency-based performance objectives were written. The following two days were used

to write learning activities, resources, and levels of expected achievement for each competency.

OBJECTIVE 2: CONVENE A STATEWIDE PDE ADVISORY COMMITTEE WHICH WILL CONSIST OF TEACHERS AND INDUSTRY PERSONNEL TO VALIDATE THE SET OF COMPETENCIES REQUIRED FOR MEDICAL ASSISTANT.

At a statewide meeting of health occupations education teachers, other experienced medical assisting teachers examined the competencies and competency-based performance objectives. One of three decisions was reached for each competency: accept, reject, or revise. The teachers were asked to recommend additional competencies required for medical assisting. Following this statewide meeting, the four original teachers met and revised the competencies as suggested or developed new competencies based on input from the teachers. An industrial-based task force met on February 15, 1989 in Harrisburg to examine the revised competencies and competency-based performance objectives. The task force was asked to make the same decisions as the health occupations education teachers.

OBJECTIVE 3: DEVELOP COMPETENCY-BASED PERFORMANCE OBJECTIVES, STUDENT LEARNING ACTIVITIES, RESOURCES AND EVALUATION ITEMS FOR EACH COMPETENCY USING EXPERIENCED TEACHERS IN THE MEDICAL ASSISTANT FIELD.

Competency-based performance objectives, student learning activities, and resource lists have been developed for each competency (Appendix A). Because of time limitations, evaluation items have not been written but level of achievement has been specified for each competency (Official approval of project was received November 15, 1988).

MEDICAL ASSISTANT COMPETENCIES

Unit Number: 1000

Unit Title: Role and Responsibility

Competency #1: Identify role and duties of the Medical Assistant

1. Explain the role of the medical assistant as a member of the health care team.
2. Differentiate between multiple skills of the medical assistant.
3. Recognize the occupational titles which refer to the various roles of the medical assistant.
4. Explain the basic requirement necessary for a medical assistant.
5. List and explain the physician's titles and related specialties.
6. List and explain administrative duties of the medical assistant.
7. List and explain clinical duties of the medical assistant.
8. Explain the interrelationship and significance of the two main divisions of the medical Assistant's duties.

Competency #2: Identify professional and personal standards of the Medical Assistant

1. Identify the desirable personal characteristics of the medical assistant.
2. Explain the standards of professional appearance.
3. Define human relations.
4. Identify methods of maintaining good physical, mental, and emotional health.
5. Recognize the importance of good study habits regarding the preparation and formation of a medical assistant.
6. Identify history & purpose of AAMA as a professional organization and certifying board.
7. Define, pronounce, and spell correctly all important terms in this unit.

Competency #3: Identify the basics of medical ethics and medical law.

1. Explain physician licensure requirements, methods of obtaining licensure and revocation of licensure.
2. Define the components of public and private law.
3. Recognize the difference between ethics and law.
4. Explain medical ethics, specifically of particular concern to the medical assistant.
5. Describe professional liability.
6. Explain physicians' rights.
7. Explain patients' rights.
8. Identify and define medical records.
9. Define, pronounce, and spell correctly all important terms related to this unit.

Competency #4: Implement HOSA into the curriculum

1. Describe the history and purpose of HOSA and other vocational student organizations.
2. Recite the HOSA Creed and Motto.
3. Explain membership categories and procedures for joining HOSA.
4. Demonstrate basic parliamentary procedure and leadership skills necessary for formal meetings.
5. Demonstrate competitiveness as required in the world of work.
6. Identify duties and responsibilities of chapter officers.

7. Identify function of standing and special committees.
8. Discuss annual plan for a HOSA chapter.
9. Identify community service as an integral function of HOSA.
10. Identify proper HOSA uniform and name HOSA colors.
11. Demonstrate proper social graces and etiquette.
12. Demonstrate an awareness of State and National HOSA conferences.
13. Demonstrate an awareness of National HOSA constitution and by-laws.
14. Explain HOSA ritual ceremonies.
15. Define and pronounce all related terms.

Competency #5: List and define community resources

1. Identify available community resources and procedures used to contact agencies.
2. Describe types of assistance, aid and /or treatment provided by the agencies.
3. Explain who can benefit from the community resources.
4. Differentiate between governmental and non-governmental agencies.
5. Define, pronounce, and spell correctly all important terms in this unit.

Unit Number: 1001

Unit Title: Clinical/Administrative Office Management

Competency #1: Describe and discuss office reception skills

1. Utilize correct telephone techniques when using an office telephone.
2. Explain and maintain office appointment scheduling.
3. Define and explain "Planning the Day."
4. Define, pronounce and spell correctly all important terms related to this unit.

Competency #2: Describe and discuss office management skills (bookkeeping, filing, inventory, sort mail, etc.)

1. Identify and describe the three types of medical practice organization.
2. Describe three types of bank accounts and the advantages of each.
3. Explain use of deposit slip and prepare receipts for deposit.
4. Manage petty cash.
5. Demonstrate the use of the pegboard "one write" system.
6. Recognize the procedure for check writing and statement reconciliation.
7. List the components of billing and collection policies.
8. Describe methods of preparing patient's statements of account.
9. Explain a physician's fee schedule.
10. Identify and explain guidelines for incoming and outgoing mail.
11. List and discuss the equipment and supplies necessary for processing mail.
12. List components of a patient record filing system.
13. Describe office inventory procedures.

Competency #3: Identify and differentiate office records and forms.

1. Identify and explain a statistical data sheet.
2. Identify and explain a medical history record.
3. Explain purpose and content of specific forms for diagnostic tests and procedures.
4. Identify and discuss types of insurance forms and 3rd party reimbursement.
5. Explain types of billing forms and records.
6. Describe and complete claim forms.
7. Define, pronounce and spell correctly all important terms related to this unit.

Competency #4: List and explain office equipment and its proper use (telephone, copier, typewriter, computer, intercom, calculator/adding machine, dictation machine, and checkwriter).

1. Explain and demonstrate use of the telephone.
2. Explain and demonstrate the use of the office copier.
3. Explain and demonstrate the use of the electric typewriter.
4. Explain and demonstrate the use of the computer.
5. Explain and demonstrate the use of the intercom system.
6. Explain and demonstrate the use of the calculator/adding machine.
7. Explain and demonstrate the use of the dictation/transcription machine.
8. Explain and demonstrate the use of the checkwriter.
9. Explain techniques for acquiring machine repair services and scheduled maintenance.
10. Identify troubleshooting steps for equipment malfunctions.
11. Define, pronounce and spell correctly all important terms related to this unit.

Competency #5: Describe and discuss clinical office skills

1. Explain clinical assessment procedures with 100% accuracy.
2. Discuss physical examinations with 85% accuracy.
3. Identify diagnostic and laboratory tests with 85% accuracy.
4. Prepare examination room and assist with patient preparation, assist with tray set-up, with 100% accuracy.
5. Define, pronounce and spell correctly all important terms in this unit with 85% accuracy.

Unit Number: 1002

Unit Title: Communications

Competency #1: Identify and discuss verbal and non-verbal communication (telephone skills, tape recorder, clinical data).

1. Differentiate between verbal and nonverbal communication.
2. Describe the problems involved in telephone versus person-to-person communication.

3. List six factors that are included in the development of telephone personality.
4. Give examples of nonverbal communication.
5. Explain how verbal and nonverbal communication can sometimes be misinterpreted.
6. Discuss the importance of dress in nonverbal communications.
7. Describe ways that tone and speed of speech can affect the message.
8. Recognize three different approaches in obtaining patient information.
9. Demonstrate interviewing techniques.
10. Define and pronounce all terms relating to this unit.

Competency #2: Identify and discuss written communication (charting, letter writing and clinical data).

1. Recognize five basic style forms for typing letters in the medical office.
2. List the rules that apply to letter construction.
3. Identify the component parts of a letter.
4. Describe the purpose of proofreading and editing.
5. Explain how to correct errors in the patient record.
6. Explain the purpose of the patient record.
7. Utilize the basic rules for charting.
8. Prepare letters for mailing.

Competency #3: Describe and discuss interpersonal skills (staff/patient etc.)

1. Describe the role of the medical assistant in patient teaching.
2. Describe the medical assistant's role as an attitude transmitter.
3. Describe approaches that are helpful in dealing with the patient's family and friends.
4. List special communication problems.
5. List and describe listening skills.
6. Differentiate between empathy and sympathy.
7. Explain importance of understanding the patient and his/her actions.
8. Demonstrate greeting the patient in the office.
9. Describe the basic pattern of communication.

Unit Number: 1003

Unit Title: Microbiology/Medical and Surgical Asepsis

Competency #1: Identify principles and purposes of medical and surgical asepsis.

1. Explain medical and surgical asepsis with application to the health care field.
2. Discuss common microbes associated with daily life.
3. Describe causes of infection.
4. Identify methods of transmission.
5. Discuss the immune system and body defenses against disease.

6. Discuss clean and sterile technique.
7. Identify appropriate universal precautions for blood & body fluids.
8. Define, pronounce and spell correctly all important terms in this unit.

Competency #2: Explain proper procedures for disinfection and sterilization

1. Identify the importance of microbial control.
2. Recognize the factors that help control the growth of microorganisms.
3. Discuss techniques to destroy microorganisms.
4. Define, pronounce and spell correctly all important terms in this unit.

Competency #3: Discuss isolation techniques

1. Identify common types of infectious disease.
2. Discuss the purpose and principles of isolation.
3. Explain procedures for isolation.
4. Define, pronounce and spell correctly all important terms in this unit.

Unit Number: 1004

Unit Title: Body structure and function

Competency #1: Discuss the basic structure and function of the body systems.

1. Identify the main parts of a cell.
2. Describe the basic function of a cell.
3. Compare the four main types of tissues.
4. Discuss organs and systems.
5. Explain the relationship between cells, tissues, organs and systems.
6. Recognize the planes of the body.
7. Identify and discuss the main body cavities.
8. Explain abdominal regions.
9. Define, pronounce and spell correctly all the important terms in this unit.
10. Apply the appropriate terminology to major organs and systems of the body.

Competency #2: Discuss structure, function and common disorders of the integumentary system.

1. Identify the main parts of a cell
2. Identify and list functions of the integumentary system.
3. Explain common disorders/treatment of the integumentary system.
4. Explain related diagnostic tests/procedures of the integumentary system.

5. Define, pronounce, and spell correctly all important terms in this unit.

Competency #3: Discuss structure, function, and common disorders of the musculoskeletal system

1. Describe structure and shape of bones.
2. Define and list functions of the musculoskeletal system.
3. Name the bones of the body.
4. Name examples of different kinds of joints.
5. Describe the types of muscles.
6. Name important skeletal muscles.
7. Identify tendons and ligaments.
8. Describe common muscle disorders/treatments.
9. Discriminate among common bone fractures/treatments.
10. Describe common skeletal disorders/treatments.
11. Explain related diagnostic (P.T.) tests/procedures of the musculoskeletal system.
12. Define, pronounce and spell correctly all the important terms in this unit.
13. Identify procedures and skills relating to the musculoskeletal system.

Competency #4: Discuss structure, function and common disorders of the nervous system.

1. Describe the structure of the nervous system.
2. Describe the function of the nervous system.
3. Explain nerve impulses and synapse.
4. Locate and describe the function of the brain and spinal cord.
5. Describe and locate structure and function of the five senses.
6. Describe common disorders/treatment of senses.
7. Describe common disorders/treatment of nervous system.
8. Explain related diagnostic tests/procedures of the nervous system, including the senses.
9. Define, pronounce and spell correctly all the important terms in this unit.

Competency #5: Discuss structure, function and common disorders of the respiratory system.

1. Describe the structure of the respiratory system.
2. Describe the functions of the respiratory system.
3. Explain common disorders/treatment of the respiratory system.
4. Explain related diagnostic tests/procedures of the respiratory system.
5. Discuss oxygen administration.
6. Define, pronounce and spell correctly all the important terms in this unit.

Competency #6: Discuss structure, function and common disorders of the cardiovascular system.

1. Describe the structure of the cardiovascular system.
2. Describe the function of the cardiovascular system.

3. Explain blood its components and function.
4. Explain the lymph system.
5. Explain common disorders/treatment of the cardiovascular system.
6. Explain related diagnostic tests/procedures of the blood and lymph system.
7. Explain related diagnostic tests/procedures of the cardiovascular, blood and lymph system.
8. Identify procedures and skills relating to the cardiovascular system.
9. Define, pronounce and spell correctly all the important terms in this unit.

Competency #7: Discuss structure, function and common disorders of the urinary system.

1. Describe the structure of the urinary system.
2. Describe the functions of the urinary system.
3. Describe common disorders/treatment of the urinary system.
4. Explain related diagnostic tests/procedures of the urinary system.
5. Define, pronounce and spell correctly all the important terms in the unit.
6. Identify procedures and skills relating to the urinary system.

Competency #8: Discuss structure, function and common disorders of the endocrine system.

1. Describe the structure of the endocrine system.
2. Describe the function of the endocrine system.
3. Describe common disorders/treatment of the endocrine system.
4. Explain related diagnostic tests/procedures of the endocrine system.
5. Identify procedures and skills relating to the endocrine system.
6. Define, pronounce and spell correctly all the important terms in the unit.

Competency #9: Discuss structure, function and common disorders of the gastrointestinal system.

1. Describe the structure of the gastrointestinal system.
2. Describe the function of the gastrointestinal system.
3. Explain common disorders/treatment of the gastrointestinal system.
4. Explain related diagnostic tests/procedures of the gastrointestinal system.
5. Identify procedures and skills relating to the gastrointestinal system.
6. Define, pronounce and spell correctly all the important terms in this unit.

Competency #10: Discuss structure, function and common disorders of the reproductive system.

1. Describe the structure of the reproductive system.
2. Describe the function of the reproductive system.
3. Explain the menstrual cycle.

4. Describe fertilization.
5. Explain pregnancy with body changes and signs.
6. Describe birth control methods.
7. Describe common disorders/treatment of the reproductive system.
8. Explain related diagnostic tests/procedures of the reproductive system.
9. Describe sexually transmitted diseases.
10. Identify procedures and skills relating to the reproductive system.
11. Define, pronounce and spell correctly all the important terms in the unit.

Unit Number: 1005

Unit Title: Human Growth and Development

Competency #1: Identify and discuss seven life stages.

1. Identify and discuss each of the seven life stages, to include physical, mental, emotional and social developments that occur at each stage of life.
2. Recognize ways in which life stages affect a person's needs.
3. Define, pronounce and spell correctly all important terms in this unit.

Competency #2: List, define and discuss human needs.

1. Identify the basic human needs.
2. Explain Maslow's hierarchy of needs.
3. Recognize methods of satisfying human needs.
4. Define, pronounce and spell correctly all important terms in this unit.

Competency #3: Identify and discuss death and dying.

1. Explain death and dying.
2. Describe the five stages of grieving that occur in the dying patient.
3. Describe the role of the health care worker in each of the five stages.
4. Explain Hospice Care.
5. Justify what is meant by the "right to die."
6. Define, pronounce and spell correctly all important terms in this unit.

Unit Number: 1006

Unit Title: Medical Terminology

Competency #1: Identify Common Medical Abbreviations

1. Spell and define common medical abbreviations.
2. Recognize and use medical abbreviations accurately in written communications.

Competency #2: Identify medical prefixes; suffixes, roots.

1. Spell and define medical prefixes, suffixes, roots.
2. Recognize and use medical prefixes, suffixes, roots accurately in written communications.
3. Demonstrate familiarity with medical dictionaries.

Competency #3: Identify Common Medical Terms

1. Define, spell and pronounce the medical terms most commonly used in a medical office.
2. Recognize and use medical terms in written communications.
3. Recognize and use medical terms in oral communications.
4. Demonstrate familiarity with medical dictionaries.

Unit Number: 1007

Unit Title: Safety in the Health Care Setting

Competency #1: Define and discuss types of safety hazards.

1. Recognize potential office hazards regarding the personnel.
2. Recognize potential office hazards regarding the patient.
3. Define, pronounce and spell correctly all the important terms in this unit.

Competency #2: List and demonstrate proper safety procedures.

1. Define and demonstrate body mechanics.
2. Describe methods of fire prevention in the office.
3. Explain why fire and severe weather drills are needed.
4. Describe an incident form.
5. Describe steps to take in accident proofing an office.
6. Explain policies regarding office safety.
7. Define, pronounce and spell correctly all the important terms in this unit.

Unit Number: 1008

Unit Title: Medical Math/Drugs/Solutions

Competency #1: Identify and discuss apothecary, metric and household units of measurement.

1. Compare apothecary, metric and household measurement.
2. Recognize commonly used weights and measures for metric and apothecary measurements.

3. Differentiate between apothecary, metric and household measurement.

Competency #2: Explain and practice units of measurement conversion.

1. Calculate drug doses.
2. Convert dosages from the apothecaries system to the metric system.
3. Utilize basic math skills.

Competency #3: Describe and demonstrate use of Physician's Desk Reference

1. Utilize the major pharmacological reference books for drug information.

Competency #4: Identify and discuss legal implications regarding medications.

1. Describe the legal standards and modes of standards for drug administration.
2. Recognize the legal authority for medications administered by licensed personnel.
3. Recognize the medical assistant code of Ethics.

Competency #5: List and discuss types of medications, their effects, administration, disposal, and storage.

1. Identify the action of each classification of drugs.
2. Define and spell specified terms, drug classifications and common drugs used in pharmacology.
3. Differentiate between nonprescription, prescription and controlled drugs.
4. Explain the procedures and precautions for proper storage and disposal of drugs.

Unit Number: 1009

Unit Title: First Aid/CPR

Competency #1: Define and discuss principles of first aid.

1. Explain the initial stages of first aid.
2. Identify situation requiring first aid intervention.
3. Discuss implementing the emergency medical system.
4. Report emergencies accurately and immediately.
5. Define, pronounce and spell correctly all important terms in this unit.

Competency #2: Identify, describe and demonstrate first aid for common accidents.

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques.

3. Define, pronounce and spell correctly all important terms in this unit.

Competency #3: Identify, describe and demonstrate medical emergency procedures.

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques in emergency situations.
3. Explain and demonstrate CPR.
4. Define, pronounce and spell correctly all important terms in this unit.

Unit Number: 1010

Unit Title: Nutrition

Competency #1: Define and explain proper nutrition.

1. Identify the four food groups and give three examples of foods found in each group.
2. Identify the use of six basic nutrients in the body stating one example of a food source for each nutrient.
3. Identify fat soluble and water soluble vitamins.
4. Define the function of carbohydrates, fats and proteins in a properly balanced diet, listing two food sources for each category.
5. State nutritional requirements for seven age levels (infant, toddlers, pre-schoolers, school-age, adolescent, adult, geriatric).
6. Identify disorders/treatments associated with imbalanced diet.
7. Define, pronounce and spell correctly all important terms in this unit.

Competency #2: Identify and discuss diet therapy.

1. Describe the function of 10 therapeutic diets.
2. List foods allowed on each special diet and modifications (fluid restrictions).
3. Describe therapeutic diets with specific diagnostic conditions.
4. Identify standard diets and ways they can be modified.

Competency #3: Demonstrate proper recording of daily input and output.

1. Compute and record intake/output for 24 hour period.
 2. State importance of accuracy in recording intake/output.
 3. Identify specific items that would be considered measurable for intake/output.
 4. Define, pronounce and spell correctly all terms related to this unit.
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Unit Number: 1011

Unit Title: Career Opportunity/Employment Preparation

Competency #1: Explore health careers/allied health field.

1. Identify work related values, interests and abilities.
2. Describe job outlooks and educational requirements for various health careers.
3. Identify career ladder opportunities.
4. Identify careers according to 13 major categories.
5. Explain career search resources.
6. Define and pronounce all terms associated with this unit.

Competency #2: Identify and discuss job search technique (include job application, interview and resume).

1. Prepare a personal resume.
2. Complete a job application form.
3. Participate in a job interview.
4. Recognize and relate legal responsibilities and medical ethics to interviewer

Competency #3: List and discuss employment management/retention skills.

1. Determine net income and calculate a personal budget.
2. Identify basic tax forms.
3. Identify fundamental work habits.
4. Define and pronounce all terms dealing with this unit.

Competency #4: Discuss job mobility, career changes, termination.

1. Identify parallel and upward mobility in health careers.
2. Identify steps necessary for job termination.
3. Prepare a letter of resignation.
4. Describe/differentiate positive and negative reasons for terminating a job.

OBJECTIVE 4: DISSEMINATE INFORMATION ABOUT THIS PROJECT THROUGHOUT THE STATE VOCATIONAL EDUCATION COMMUNITIES BY PRESENTING THE PROJECT REPORT AT CONFERENCES AND BY DEVELOPING SCHOLARLY MANUSCRIPTS BASED ON THE PROJECT.

Project information was shared at the statewide meeting for health occupations education instructors at State College and at the Second National Health Occupations Education Curriculum Conference in Hartford, Connecticut. Teachers at the statewide Health Occupations Educations

meeting have requested copies of the final competencies with competency-based performance objectives, learning activities and resource lists. A manuscript is in process and will be included with the final report to PDE. The manuscript will be submitted to ERIC, Clearing House on Adult, Career and Vocational Education for inclusion in the ERIC database.

SUMMARY

Health occupations educators, new and experienced, may use these statewide competencies to determine curriculum in their communities based on input from local business and industry personnel through occupational advisory committees. In addition, this curriculum complies with documented evidence of planning occupational analysis and industry validation in meeting Chapter 6 requirements from PDE.

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APPENDIX A

MEDICAL COMPETENCIES

Unit #1000

Unit Title: Role and Responsibility

Competency #1: Identify role and duties of the Medical Assistant

Objectives: After completing the following activities the student, with 85% accuracy will be able to:

1. Explain the role of the medical assistant as a member of the health care team.
2. Differentiate between multiple skills of the medical assistant.
3. Recognize the occupational titles which refer to the various roles of the medical assistant.
4. Explain the basic requirements necessary for a medical assistant.
5. List and explain Physician's titles and related specialties.
6. List and explain administrative duties of the medical assistant.
7. List and explain clinical duties of the medical assistant.
8. Explain the interrelationship and significance of the two main divisions of the medical assistant's duties.

Learning Activities:

1. Discuss the role of the medical assistant. (Objective 1; Resources 1,2,3,4,5).
2. Identify and discuss the multiple skills of the medical assistant. (Objective 2; Resources 1,2).
3. Place each medical assistant skill in a specific category or appropriate area of medical office responsibility. (Objective 2; Resources 1,2,4,5).
4. Develop a chart to identify occupational titles. (Objective 3; Resources 4,5).
5. Identify and list the basic requirements for the medical assistant. (Objective 4; Resource 4).
6. Define and correctly spell each physician's title and specialty area. (Objective 5; Resources 4,5).
7. Match physician's title with appropriate specialty. (Objective 5; Resources 4,5).
8. View and discuss slide series #1 to #61 - Professional Projection for Health Careers. (Objective 1; Resource 7).
9. Identify, list and discuss each administrative duty of the medical assistant. (Objective 7; Resources 1,2,4,5,6).
10. Identify, list and discuss each clinical duty of the medical assistant. (Objective 7; Resources 1,2,4,5,6).
11. Role play appropriate duties of the medical assistant. (Objectives 6,7; Resources 1,2,4,5,6).
12. Identify, define and demonstrate supplies, instruments, and equipment related to specific duties (Objectives 6,7,8; Resources 1,2,4,5,6).
13. Develop charts, differentiating and then combining the two main divisions of duties of the medical assistant. (Objective 8; Resources 1,2,4,5,6).

14. Discuss with a medical assistant his/her job responsibilities. (Objective 1,2,3,4,5,6,7,8; Resources 5,6,8).
15. Complete all related assignment sheets. (Objectives 1,2,3,4,5,6,7,8; Resources 5,6).

Resources:

1. Bredow, Miriam, & Cooper, Marian G. The Medical Assistant, 5th Ed., Dallas: McGraw-Hill Book Co., 1986.
2. Bredow, Miriam. Medical Office Procedures, Dallas: McGraw-Hill Book Co., 1973.
3. Birchenall, Joan M., & Streight, Mary E. Introduction to Health Careers. Philadelphia: J. B. Lippincott Co., 1978.
4. Keir, Lucille, Wise, Barbara A., & Krebs-Shannon, Connie. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
5. Keir, Lucille, Wise, Barbara A., and Krebs-Shannon, Connie. Medical Assisting: Clinical and Administrative Competencies. Competency-Based Student Workbook. New York: Delmar Publishers, 1986.
6. Simmers, Louise. Diversified Health Occupations. 2nd ed., New York: Delmar Publishers, 1988.
7. Slides: Professional Projection for Health Careers, Bronx, New York: MPC Educational Publishers, Division of Milady Public Corporation, 1982.
8. Speaker Resource from community.
9. Frew, Mary A. & Frew, David. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd ed., F.A. Davis Co., 1982.
10. Frew, Mary A. & Frew, David. Comprehensive Medical Assisting: Administrative and Clinical Procedures Workbook. 2nd ed., F. A. Davis Co., 1982.
11. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Instructor's observation and rating of role playing.
2. Written quizzes, tests, and workbook assignments which sample objectives 1 through 8 with 85% accuracy.

Competency #2: Identify professional and personal standards of the Medical Assistant

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify the desirable personal characteristics of the medical assistant.
2. Explain the standards of professional appearance.
3. Define human relations.
4. Identify methods of maintaining good physical, mental, and emotional health.

5. Recognize the importance of good study habits regarding the preparation and formation of a medical assistant.
6. Identify history & purpose of AAMA as a professional organization and certifying board.
7. Define, pronounce, and spell correctly all important terms in this unit.

Learning Activities:

1. List and discuss the desirable personal characteristics of a medical assistant. (Objectives 1,6; Resources 1,2,3,5).
2. Create a characteristic profile of a medical assistant which will include appropriate traits and attributes. (Objectives 1,6; Resources 1,2,3,5).
3. List and discuss each specific aspect of professional appearance. (Objectives 2,6; Resources 1,2,3,5).
4. Differentiate between appropriate and inappropriate appearance and attitudes of a medical assistant. (Objectives 1,2; Resources 1,2,3,5).
5. Using the characteristic profile of a medical assistant, complete a self evaluation. (Objectives 1,5; Resources 1,2).
6. List and discuss ways and/or methods of dealing with human relationships. (Objectives 3,6; Resources 3,5).
7. Role play medical office situations in dealing with people. (Objective 1,2,3,5; Resources 2,3,5).
8. Explain how proper diet, rest, exercise, recreation, and good posture contribute to good mental, physical, and emotional health. (Objectives 2,4,5; Resources 2,3,5).
9. Identify and discuss good study habits, helpful hints, and instructor's personal experiences. (Objective 5; Resources 2,3,5).
10. Explain and discuss the history and purpose of the AAMA. (Objective 6; Resources 1,3,5).
11. Prepare and take a mock certification examination. (Objective 6; Resources 1,3,5).
12. Complete appropriate assignments in Resource Test Workbook. (Objectives 1,2,3,4,5,6,7; Resources 4,6).

Resources:

1. Bredow, Miriam & Cooper, Marian G. The Medical Assistant. 5th ed., Dallas: McGraw-Hill Book Co., 1986.
2. Bredow, Mariam. Medical Office Procedures. Dallas: McGraw-Hill Book Co., 1973.
3. Keir, Lucille, Wise, Barbara A., & Krebs-Shannon, Connie. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Wise, Barbara A., & Krebs-Shannon, Connie. Medical Assisting: Clinical and Administrative Competencies. Competency-Based Student Workbook. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Occupations. 2nd ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and rating of role playing.
2. Written quizzes, tests, and workbook assignments which sample objectives 1 through 7, with 85% accuracy.

Competency #3: Identify the basics of medical ethics and medical law.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Explain physician licensure requirements, methods of obtaining licensure and revocation of licensure.
2. Define the components of public and private law.
3. Recognize the difference between ethics and law.
4. Explain medical ethics, specifically of particular concern to the medical assistant.
5. Describe professional liability.
6. Explain physicians' rights.
7. Explain patients' rights.
8. Identify and define medical records.
9. Define, pronounce, and spell correctly all important terms related to this unit.

Learning Activities:

1. List licensure requirements for physicians. (Objective 1; Resources 2,3,7).
2. Describe methods of obtaining licensure. (Objective 1; Resources 2,3,7).
3. List exceptions to the need for licensure and revocation of licensure. (Objective 1; Resources 2,3,7).
4. Identify and discuss the various branches and/or areas of public, private, and civil law. (Objectives 2,3,5,7,9; Resources 2,3,5,7).
5. Develop a contract between patient and physician. (Objectives 2,6,7; Resources 3,5,7).
6. Create an example of situations that might result in legal action for each of the following: malpractice, negligence, assault, invasion of privacy, false imprisonment, defamation of character, libel, slander, and privileged communication. (Objectives 2,5,7,9; Resources 1,2,3,5,7).
7. Describe how contract laws affect health care. (Objective 2; Resources 5,7).
8. Explain and note the similarities between the American Association Principles code of Medical Ethics and the American Association of Medical Assistant Code of Ethics. (Objectives 3,4,9; Resources 1,2,3,5).
9. List at least eight basic rules of ethics for the medical assistant. (Objectives 3,4,9; Resources 2,3,5,7).
10. Complete appropriate consent/request forms as related to this unit. (Objectives 3,4,5,6,7,8; Resources 2,3,4,5,6,7)
11. Define and give examples of abandonment. (Objectives 2,5,9; Resources 3,5,7).
12. Describe the correct procedure for terminating the physician-patient contract. (Objectives 5,6; Resources 3,5,7).

13. List and discuss rights of the physician in providing medical care. (Objectives 6,9; Resources 2,5).
14. List and discuss rights of the patient in receiving medical care. (Objectives 7,9; Resources 2,5).
15. Explain the criterion for accurate medical records. (Objective 8; Resources 1,2,3,5).
16. List the reasons for keeping medical records. (Objective 8; Resources 1,2,3,5).
17. Describe ownership of medical office records and who has the right to their information. (Objective 8; Resources 1,2,3,5).
18. Complete a patient's medical record using specific forms and information required. (Objectives 8,9; Resources 2,3,4,5,6).
19. Complete appropriate assignments in Resource Text Workbook. (Objectives 1,2,3,4,5,6,7,8,9; Resources 4,6).

Resources:

1. Bredow, Mariam. Medical Office Procedures. Dallas: McGraw-Hill Book Co., 1973
2. Bredow, Miriam & Cooper, Marian G. The Medical Assistant. 5th ed., Dallas: McGraw-Hill Book Co., 1986.
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10. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written quizzes, tests, and workbook assignments which sample objectives 1,2,3,4,5,6,7,8,9, with 85% accuracy.

Competency #4: Implement through HOSA into the Curriculum

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the history and purpose of HOSA and other vocational student organizations.
2. Recite the HOSA Creed and Motto.
3. Explain membership categories and procedures for joining HOSA.
4. Demonstrate basic parliamentary procedure and leadership skills necessary for formal meetings.
5. Demonstrate competitiveness as required in the world of work.
6. Identify duties and responsibilities of chapter officers.
7. Identify function of standing and special committees.
8. Discuss annual plan for a HOSA chapter.
9. Identify community service as an integral function of HOSA.
10. Identify proper HOSA uniform and name HOSA colors.
11. Demonstrate proper social graces and etiquette.
12. Demonstrate an awareness of State and National HOSA conferences.
13. Demonstrate an awareness of National HOSA constitution and by-laws.
14. Explain HOSA ritual ceremonies.
15. Define and pronounce all related terms.

Learning Activities:

1. Discuss vocational student organizations defining HOSA's history, purpose, goals, and membership categories. (Objectives 1,3; Resources 1,2,4,5,8).
2. Practice HOSA Creed and Motto during meetings. (Objective 2; Resources 1,8).
3. State procedure necessary to become a HOSA member. (Objective 3; Resource 1).
4. Role play basic parliamentary skills using written scripts. (Objective 4).
5. Prepare an agenda for a meeting. (Objective 4; Resources 2,4,5,8).
6. Prepare and present a committee report. (Objective 4; Resources 2,4,5,8).
7. Prepare and present a financial report. (Objective 4; Resources 2,4,5,8).
8. Participate in chapter meetings as a member-at-large. (Objective 4; Resource 2,3,4,5,8).
9. Preside over a meeting role playing chairperson. (Objective 4; Resources 2,3,4,5,8).
10. List chapter officers and their duties. (Objective 6; Resources 1,4,5,8).
11. Hold an election of officers. (Objective 6; Resources 1,4,5,8).
12. Perform an installation of officers. (Objectives 6,14; Resources 1,8).
13. Perform the HOSA emblem ceremony. (Objective 14; Resources 1,8).
14. List all national HOSA skill, leadership, and team competitive events. (Objective 5; Resources 1,8).
15. Study or observe a State or National HOSA Leadership Conference. (Objectives 5,12; Resources 1,8).
16. Compete at a State or National HOSA Leadership Conference. (Objectives 5,12; Resources 1,8).
17. Serve as a voting delegate at a state or national conference. (Objectives 5,12; Resources 1,8).
18. Select a competitive event, study the rules of the event and share your knowledge with the instructor. (Objective 5; Resources 1,8).

19. Compete in classroom events with fellow students. (Objective 5; Resources 1,8).
20. Name the common standing committees and their duties; and list special committees and their functions. (Objective 7; Resources 1,8).
21. Create an annual plan showing committee plans, dates, involved persons, and anticipated expense. (Objective 8; Resources 1,8).
22. Compile a list of community service projects that could involve HOSA. (Objective 9; Resources 1,4,5,6,8).
23. Select and execute a community service project after listing all necessary steps. (Objective 9).
24. Identify HOSA uniform and name the HOSA colors. (Objective 10; Resources 1,5,8).
25. Explore and discuss social etiquette with a Home Economics teacher. (Objective 11; Resources 1,7).
26. Practice social graces by participating in dinner at a restaurant as a chapter sponsored activity. (Objective 11; Resources 1,7).
27. Invite State HOSA Officers to speak to your chapter. (Objective 12).
28. Discuss the value and purpose of the National HOSA Constitution and By-Laws. (Objective 13; Resource 1).
29. Start a local HOSA Chapter. (Objectives 1 through 14; Resources 1,2,8).
30. Run for a state office. (Objectives 1 through 15; Resource 1).
31. Complete all assignments for this unit. (Objectives 1 through 15; Resources 1,4,5).

Resources:

1. National HOSA Membership Notebook, Dallas, Texas.
2. Swaincott, Helen. "Implementing HOSA into the Curriculum," Pennsylvania Department of Education, 1987.
3. Robert's Rules of Order, Newly Revised.
4. Jameson, David. Leadership Handbook. New Castle, PA. Author.
5. Sloan, Jamee, & Reid. Health Occupations Education - Medical Assistant, Curriculum. Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981
6. Community Service Organizations (Girl Scouts, Boy Scouts, Lions, Lioness, Kiwanis, 4H, Church groups, etc.).
7. Speaker Resource from the community
8. National HOSA, HOSA Filmstrips, Dallas, Texas: 1980.

Evaluation Procedures:

1. Written quizzes, tests, and workbook assignments which sample objectives 1 through 15 with 85% accuracy.
2. Complete skills check sheets for parliamentary procedures with 85% accuracy.

Competency #5: List and define community resources

Objectives: After completing the following objectives, the student with 85% accuracy will be to:

1. Identify available community resources and procedures used to contact agencies.
2. Describe types of assistance, aid and /or treatment provided by the agencies.
3. Explain who can benefit from the community resources.
4. Differentiate between governmental and non-governmental agencies.
5. Define, pronounce, and spell correctly all important terms in this unit.

Learning Activities:

1. List, define, and explain all available community resources. (Objective 1; Resources 1,2,3,5).
2. Discuss how to contact each agency. (Objective 1; Resources 1,2,3,5).
3. Obtain information such as booklets, pamphlets, handouts, concerning different agencies and develop a resource notebook. (Objectives 1,2,3,4,5; Resources 1,2,3,5).
4. List and discuss governmental and non-governmental agencies as to organization, cost, and services provided. (Objectives 1,2,3,4,5; Resources 1,2,3,5).
5. Visit various community resources or have personnel provide information regarding their specific services. (Objectives 1,2,3,4; Resources 1,2,3,5).
6. Complete appropriate assignments in Resource Text Workbook. (Objectives 1,2,3,4,5; Resource 4).

Resources:

1. Bell of Pennsylvania Telephone Directory, current year.
2. Caldwell, Ester, & Hegner, Barbara. Health Care Assistant. 4th ed., New York: Delmar Publishers, 1985.
3. Simmers, Louise. Diversified Health Occupations. 2nd ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd ed., New York: Delmar Publishers, 1988.
5. Local Community Resource Publications and Speakers.

Evaluation Procedures:

1. Instructors observation and rating of Notebook.
2. Written quizzes, tests, and workbook assignments which sample objectives 1,2,3,4,5, with 85% accuracy.

Unit Number: 1001

Unit Title: Clinical/Administrative Office Management

Competency #1: Describe and discuss office reception skills

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Utilize correct telephone techniques when using an office telephone.
2. Explain and maintain office appointment scheduling.
3. Define and explain "Planning the Day."
4. Define, pronounce and spell correctly all important terms related to this unit.

Learning Activities:

1. Organize desk space for efficient use of the telephone and essential materials. (Objective 1; Resources 1,2,3,4,5,6,8,9).
2. Explain and demonstrate a professional method of holding and answering the telephone. (Objectives 1,4; Resources 1,2,3,4,5,6,8,9).
3. Describe methods of "screening" and managing incoming calls. (Objective 1,4; Resources 1,2,3,4,5,6,8,9).
4. Identify, explain and complete a telephone message forms. (Objectives 1,4; Resources 1,2,3,4,5,6,8,9).
5. Locate and describe the proper use of information available in the telephone book. (Objectives 1,4; Resources 1,2,3,4,5,6,8,9). 6. List and discuss types of appointment books, daily record ledgers and appointments by computer. (Objectives 2,4; Resources 1,2,3,4,5,6,8,9).
7. Identify and list all specific and/or required entries to the appointment book, ledger and computer. (Objectives 2,4; Resources 1,2,3,4,5,6,8,9).
8. Describe and organize a schedule according to time management and procedures. (Objectives 2,4; Resources 1,2,3,4,5,6,8,9).
9. List and discuss variations to routine scheduling of appointments. (Objectives 2,4; Resources 1,2,3,4,5,6,8,9).
10. Identify and complete an appointment card. (Objectives 2,4; Resources 1,2,3,4,5,6,8,9).
11. Describe procedures for canceling appointments, office and/or patient wise, office delays and rescheduling appointments. (Objectives 2,4; Resources 1,2,3,4,5,6,8,9).
12. Describe and prepare a check list for opening and closing the office. (Objectives 3,4; Resources 1,2,3,4,5,6,8,9).
13. Complete appropriate assignments in resource text workbook. (Objectives 1,2,3,4; Resources 1,2,3,4,5,6,8,9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
9. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
10. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
11. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.
12. Speaker Resources from community
13. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written quizzes, tests, and workbook assignments which sample objectives 1,2,3,4 with 85% accuracy.

Competency #2: Describe and discuss office management skills (bookkeeping, filing, inventory, sort mail, etc.)

Objectives: After completing the learning activities, the student with 100% accuracy will be able to:

1. Identify and describe the three types of medical practice organization.
2. Describe three types of bank accounts and the advantages of each.
3. Explain use of deposit slip and prepare receipts for deposit.
4. Manage petty cash.
5. Demonstrate the use of the pegboard "one write" system.
6. Recognize the procedure for check writing and statement reconciliation.
7. List the components of billing and collection policies.
8. Describe methods of preparing patient's statements of account.
9. Explain a physician's fee schedule.
10. Identify and explain guidelines for incoming and outgoing mail.
11. List and discuss the equipment and supplies necessary for processing mail.
12. List components of a patient record filing system.
13. Describe office inventory procedures.

Learning Activities:

1. Discuss billing practices and coding procedures with an invited guest speaker. (Objectives 5,7,8; Resources 1,2,3,4,5,6, 8,9).
2. Simulate an office day of billing procedures in using Colwell pegboard system. (Objective 5; Resources 1,2,3,4,5,6,8,9).

3. Establish a petty cash fund and indicate how the petty cash book would look at month's end and complete petty cash vouchers. (Objective 4; Resources 1,2,3,4,5,6,8,9).
4. Role play a situation of a medical assistant billing office patients, some questioning the billing, other patients; angry about the billing, other patients being difficult to understand, etc. (Objectives 5,7,8,9; Resources 1,2,3,4,5,6,8,9).
5. Divide students into two teams and have a simulated T.V. game show by using questions related to bookkeeping, mail, inventory and filing. (Objectives 1-13; Resources 1,2,3,4,5,6).
6. Given different types of incoming and outgoing mail (business, medical correspondence, confidential, etc.) students will decide how to prioritize and disburse according to office procedure. (Objectives 10,11; Resources 1,2,3,4,5,6,8,9).
7. Categorize, open and annotate a pile of simulated incoming mail according to office procedures. (Objectives 10,11; Resources 1,2,3,4,5,6,8,9).
8. Prepare typed letters for mailing of 1st, 2nd, 3rd, 4th class and combination mailing. (Objectives 10,11; Resources 1,2,3,4,5,6,8,9).
9. Identify consumable and non-consumable items which need to be checked during inventory (Objective 13; Resources 1,2,3,4,5,6,8,9).
10. Demonstrate checking of expiration dates and correct stocking of shelves. (Objective 13; Resources 1,2,3,4,5,6,8,9).
11. Simulate the ordering of supplies and complete a supply inventory card. (Objective 13; Resources 1,2,3,4,5,6,8,9).
12. Identify the meaning of the invoice and demonstrate its use in maintaining records. (Objective 13; Resources 1,2,3,4,5,6,8,9).
13. Complete reading assignments of texts and magazines. (Objectives 1-13; Resources 1,2,3,4,5,6,8,9).
14. Complete application exercises in text. (Objective 5; Resources 1,2,3,4,5,6,8,9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.

9. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
10. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
11. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.
12. Speaker Resources from community

Evaluation Procedures:

1. Instructor's observation and rating of role playing.
2. Written quizzes, tests, and workbook assignments which sample all objectives 1 through 13 with 85% accuracy.

Competency #3: Identify and differentiate office records and forms.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify and explain a statistical data sheet.
2. Identify and explain a medical history record.
3. Explain purpose and content of specific forms for diagnostic tests and procedures.
4. Identify and discuss types of insurance forms and 3rd party reimbursement.
5. Explain types of billing forms and records.
6. Describe and complete claim forms.
7. Define, pronounce and spell correctly all important terms related to this unit.

Learning Activities:

1. Describe types of statistical data sheets. (Objectives 1,7; Resources 1,2,3,4,5,6,8,9).
2. List contents of a statistical data sheet. (Objectives 1,7; Resources 1,2,3,4,5,6,8,9).
3. Complete a statistical data sheet. (Objectives 1,7; Resources 1,2,3,4,5,6,8,9).
4. Describe types of medical history forms. (Objectives 2,7; Resources 1,2,3,4,5,6,8,9).
5. List and discuss contents of a medical history and common abbreviations used. (Objectives 2,7; Resources 1,2,3,4,6,8,9).
6. Identify and discuss guidelines for obtaining a patient medical history. (Objectives 2,7; Resources 1,2,3,4,6,8,9).
7. Complete a patient medical history record. (Objectives 2,7; Resources 1,2,3,4,5,6,8,9).
8. Complete related patient care forms as used in a specialty area and/or specific medical office. (Objectives 1,2,7; Resources 1,2,3,4,5,6,8,9).
9. Identify types of diagnostic and therapeutic tests and/or procedures and forms used. (Objectives 3,7; Resources 1,2,3,4,5,6,8,9).

10. Visit area diagnostic and therapeutic facilities to observe procedures, rules, regulations and locations of same. (Objectives 3,7; Resources - area medical facilities).
11. Complete various diagnostic study and therapeutic service forms. (Objectives 3,7; Resources 1,2,3,4,5,6,8,9).
12. Explain and discuss general rules for completing most insurance forms. (Objectives 4,7; Resources 1,2,3,4,5,6,8,9).
13. Compile a list of various insurance forms used in a medical office. (Objectives 4,7; Resources 1,2,3,4,5,6,8,9).
14. Complete a sample copy of each insurance form listed. (Objectives 4,7; Resources 1,2,3,4,5,6,8,9).
15. Identify and discuss the content and the use of the Peg-Board or "write-it-once" system. (Objectives 5,7; Resources 1,2,3,4,5,6,8,9).
16. Using the Peg-Board system, complete a billing for services received by a medical office patient. (Objectives 5,7; Resources 1,2,3,4,5,6,8,9).
17. Describe a ledger card and complete a sample form. (Objectives 5,7; Resources 1,2,3,4,5,6,8,9).
18. Explain a charge slip and complete a sample form. (Objectives 5,7; Resources 1,2,3,4,5,6,8,9).
19. Describe and discuss a Daily Log Sheet and complete a sample form. (Objectives 5,7; Resources 1,2,3,4,5,6,8,9).
20. Identify and explain computer billing and complete a sample bill. (Objectives 5,7; Resources 1,2,3,4,5,6,8,9).
21. Explain and discuss the standards used to complete claim forms. (Objectives 6,7; Resources 1,2,3,4,5,6,8,9).
22. Complete a sample insurance claim form. (Objectives 6,7; Resources 1,2,3,4,5,6,8,9).
23. Engage a guest speaker - Medical Assistant to review and demonstrate records and forms used in a physician's office. (Objectives 1,2,3,4,5,6,8,9; Resource 12).
24. Complete appropriate assignments in resource textbooks. (Objectives 1,2,3,4,5,6,7; Resources 4,6,8).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Simulation Tapes. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.

8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
9. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
10. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
11. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.
12. Speaker Resources from the community.
13. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written quizzes, tests and workbook assignments which sample objectives 1 through 7 with 85% accuracy.

Competency #4: List and explain office equipment and its proper use (telephone, copier, typewriter, computer, intercom, calculator/adding machine, dictation machine, and checkwriter).

Objectives: After completing these following activities, the student with 85% accuracy will be able to:

1. Explain and demonstrate use of the telephone.
2. Explain and demonstrate the use of the office copier.
3. Explain and demonstrate the use of the electric typewriter.
4. Explain and demonstrate the use of the computer.
5. Explain and demonstrate the use of the intercom system.
6. Explain and demonstrate the use of the calculator/adding machine.
7. Explain and demonstrate the use of the dictation/transcription machine.
8. Explain and demonstrate the use of the checkwriter.
9. Explain techniques for acquiring machine repair services and scheduled maintenance.
10. Identify troubleshooting steps for equipment malfunctions.
11. Define, pronounce and spell correctly all important terms related to this unit.

Learning Activities:

1. Discuss and demonstrate use of a telephone. (Objective 1; Resources 1,2,3,4,5,7).
2. Discuss and demonstrate use of an office copier. (Objective 2; Resources 3,4,8).
3. Discuss and demonstrate use of an electric typewriter. (Objective 3; Resource 8).
4. Discuss and demonstrate use of a computer. (Objective 4; Resources 3,4,7).
5. Discuss and demonstrate use of an intercom system. (Objective 5; Resource 7).

6. Discuss and demonstrate use of a calculator. (Objective 6; Resource 3,4).
7. Discuss and demonstrate use of a dictation/transcription machine. (Objective 7; Resources 1,2,3,4,7).
8. Discuss and demonstrate a checkwriter. (Objective 8; Resources 3,4).
9. Discuss machine service contracting with a guest speaker. (Objective 9; Resources 7,9).
10. Discuss troubleshooting procedures for office machines. (Objective 10; Resource 7).
11. Visit and observe a clinic or physician's office which uses several office machines. (Objectives 1,2,3,4,5,6,7,8; Resource 10).
12. Complete written assignments in resource text workbooks. (Objective 11; Resources 1,4,5).

Resources:

1. Bredow, Miriam, Cooper, Marian G. The Medical Assistant, 5th ed.; Dallas: McGraw-Hill Book Company, 1986.
2. Bredow, Miriam, Medical Office Procedures, Dallas: McGraw-Hill Book Company, 1973.
3. Keir, Lucille, Wise, Barbara A., and Krebs-Shannon, Connie. Medical Assistant: Clinical Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Wise, Barbara A., and Krebs-Shannon, Connie. Medical Assisting: Clinical and Administrative Competencies. Competency-Basic Student Workbook. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Frew, Mary Ann & Frew, David. Medical Office Administrative Procedures. 2nd Ed., Philadelphia, F. A. Davis Company, 1988.
8. Specific equipment manuals: 3M Company, Bell/Howell Company, Bell Telephone, Apple Computer, Inc., local servicers, etc.
9. Speaker Resources from community
10. Community agencies/clinics/facilities/organizations

Evaluation Procedures:

1. Instructor observation and rating for each skill with 85% accuracy. (Objectives 1,2,3,4,5,6,7).
2. Written quizzes, tests, and assignments which sample objectives 1 through 11 with 85% accuracy.

Competency #5: Describe and discuss clinical office skills

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Explain clinical assessment procedures with 100% accuracy.
2. Discuss physical examinations with 85% accuracy.
3. Identify diagnostic and laboratory tests with 85% accuracy.

4. Prepare examination room and assist with patient preparation, assist with tray set-up, with 100% accuracy.
5. Define, pronounce and spell correctly all important terms in this unit with 85% accuracy.

Learning Activities:

1. Identify and demonstrate procedure for measuring and recording height and weight. (Objective 1; Resources 3,5,10).
2. Identify and demonstrate procedure for measuring and recording temperature, pulse, respiration and blood pressure. (Objective 1; Resources 3,5,10).
3. Practice measuring and recording clinical assessment procedure, using fellow classmates as simulated patients. (Objective 1; Resources 3,5,10).
4. Demonstrate correct procedure to measure and record head circumference of pediatric patients. (Objective 1; Resource 3).
5. Identify and demonstrate correct procedure for performing auditory and vision screening tests. (Objective 1; Resource 3).
6. Show equipment needed for a general physical examination and identify the function and use of each item. (Objective 2,3,5,9,10; Resources 3,5,9,10).
7. Show equipment needed for pelvic examination and/or pap smear and identify the function and use of each item. (Objective 2; Resources 3,5,9,10).
8. Demonstrate proper procedure to set up equipment and room for a physical examination. (Objective 2; Resources 3,5,9,10).
9. Practice positioning and draping procedures for various types of examinations/treatments, using fellow classmates as patients. (Objective 2; Resources 3,5,9,10).
10. Role play an office situation to schedule, prepare for and assist with a physical examination. (Objective 2; Resources 3,5,9,10).
11. Discuss in small groups how patients might feel about examinations and treatments in a physician's office. (Objective 2; Resources 3,5,9,10).
12. Identify and discuss various types of diagnostic tests. (Objective 3; Resources 3,5,9,10).
13. Demonstrate procedure for performing electrocardiograms through simulation on other students. (Objective 3; Resources 3,5,10).
14. Invite cardiologist or EKG technician as a guest speaker on the value and importance of EKG's. (Objective 3; Resource 10).
15. Schedule the students to observe EKG's in a cardiopulmonary department a local hospital or clinic. (Objective 3; Resource).
16. Participate in patient education and preparation regarding basic diagnostic tests. (Objective 3; Resources 3,9,10).
17. Identify and explain the purpose and function of basic office laboratory equipment and testing. (Objective 3; Resources 3,5,9,10).
18. Explain and demonstrate through simulation how to obtain, handle and label specimens. (Objective 3; Resources 3,5,9,10).
19. Demonstrate proper set-up and handling of sterile trays and equipment. (Objective 4; Resources 3,5,9,10).
20. Identify and explain the use of common surgical instruments used in minor surgery. (Objective 4; Resources 3,5,9,10).

21. Demonstrate proper techniques for skin preparation prior to minor surgery. (Objective 4; Resources 3,9).
22. Create examples of situations requiring minor surgery and participate in role play to set-up and assist with the procedures. (Objective 4; Resources 3,5,9,10).
23. Complete appropriate assignments in Resource Text Workbook. (Objective 1,2,3,4,5; Resources 4,6).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Simulation Tapes. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
9. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
10. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
11. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.
12. Speaker Resources from community
13. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedure:

1. Written homework assignments, quizzes and tests which sample objectives 1 through 5, with 85% accuracy.
2. Instructor's observation and evaluation of role-play situations and return demonstrations using a predetermined checklist with percentages as stated in objectives.

Unit Number: 1002

Unit Title: Communications

Competency #1: Identify and discuss verbal and non-verbal communication (telephone skills, tape recorder, clinical data).

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Differentiate between verbal and nonverbal communication.
2. Describe the problems involved in telephone versus person-to-person communication.
3. List six factors that are included in the development of telephone personality.
4. Give examples of nonverbal communication.
5. Explain how verbal and nonverbal communication can sometimes be misinterpreted.
6. Discuss the importance of dress in nonverbal communications.
7. Describe ways that tone and speed of speech can affect the message.
8. Recognize three different approaches in obtaining patient information.
9. Demonstrate interviewing techniques.
10. Define and pronounce all terms relating to this unit.

Learning Activities:

1. Design a bulletin board on communications. (Objectives 1-9; Resources 1-8).
2. Role play conversations between the medical assistant and the patient. Record the conversation and have students evaluate it for verbal and nonverbal effectiveness. What message was really given, clarity of speech, tone of voice, correct interview skills, etc. May also simulate the same in using a telephone. (Objectives 1,2,3,7,9; Resources 1-8).
3. Tape record conversations among students. (May be done at break time, very beginning of class). Have those same students listen to the tape and evaluate it for listening skills, for verbal and nonverbal communications. (Objectives 5,7; Resources 1-8).
4. Evaluate the nonverbal message from 10 different students wearing 10 different outfits and have class evaluate the nonverbal message the appearance is giving. (Objective 6; Resources 1-8).
5. Evaluate different models in clothing catalogs and make up posters as to what the model's appearance is nonverbally stating. (Objective 6; Resources 1-8).
6. Communicate a word or feeling using only gestures, facial expressions, personal appearance and posture to other students. (Objectives 1,4,6; Resources 1-8).
7. Divide class into groups of three students. Within each group of three, students will take turns playing the role of interviewer, patient and observer. The interviewers will take complete case histories of the patients, while the observer records strong and weak points of the interviewer. Instructor will summarize important notes made by observers. (Objective 9; Resources 1-8).
8. Convert vague and generalized statements into pinpointed and qualified descriptions. (Objective 9; Resources 1-8).
9. Role play obtaining patient histories from each other, using teacher prepared forms with answers. (Objective 9; Resources 1-8),

10. Write an outline on the structure an interviewer should follow. (Objectives 7,9; Resource 9, p. 263).
11. Complete all assignment sheets for this unit. (Objectives 1-10; Resources 3,8,9).
12. Complete assignments in resource text workbook. (Objectives 1-9).
13. Tape simulated phone conversations and taking messages.
14. Videotape students using the telephone.

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Simulation Tapes. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
9. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
10. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
11. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.
12. Speaker Resources from community
13. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
14. Caldwell, Esther & Hegner, Barbara. Health Care Assistant. 4th ed., New York: Delmar Publishing Inc., 1985
15. Millikin, M.E. Understanding Human Behavior, A Guide for Health Workers. New York: Delmar Publishing Inc., 1974.

Evaluation Procedures:

1. Instructor's observation and evaluation of role playing.
2. Written quizzes, tests, and workbooks assignments which sample objectives 1 through 10 with 85% accuracy.

Competency #2: Identify and discuss written communication (charting, letter writing and clinical data).

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Recognize five basic style forms for typing letters in the medical office.
2. List the rules that apply to letter construction.
3. Identify the component parts of a letter.
4. Describe the purpose of proofreading and editing.
5. Explain how to correct errors in the patient record.
6. Explain the purpose of the patient record.
7. Utilize the basic rules for charting.
8. Prepare letters for mailing.

Learning Activities:

1. Type a letter in each of the five style forms and in accordance with margin and spacing guidelines. (Objectives 1,2,3; Resources 1-8).
2. List the seven rules that apply to letter construction and post rules at typewriter. (Objectives 2,3; Resources 1-8).
3. Compose and type letters then exchange letters for proofreading and editing. (Objectives 2,3,4; Resources 1-8).
4. Give a presentation on the pros and cons of form letters and the typical reactions that persons have to them. (Objective 2; Resources 1-8).
5. Design a bulletin board on style form letters of typing and another bulletin board of examples of completed forms of clinical charting. (Objectives 1,5,8; Resources 1-8).
6. Complete two styles of history forms, clinical data sheet and consent forms. (Objectives 5,6,8; Resources 1-8).
7. Type a business letter from a dictating machine. (Objectives 1-4; Resources 1-8).
8. Type addressed envelopes, ready for mailing. (Objective 9; Resources 1-8).
9. Divide into groups of three with each taking a turn at being an interviewer, a patient, and an evaluator. The interviewer will take the information given by the patient and chart it. The evaluator will review the charting to see if all rules of charting were followed. (Objectives 5,6,7,8; Resources 1-8).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
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9. Frew Mary A. & David and Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
10. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
11. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.
12. Speaker Resources from community
13. Community Agencies/Clinics/Facilities/Organizations 14. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
15. Caldwell, Esther & Hegner, Barbara. Health Care Assistant. 4th ed., New York: Delmar Publishing Inc., 1985
16. Millikin, M.E. Understanding Human Behavior, A Guide for Health Workers. New York: Delmar Publishing Inc., 1974.

Evaluation Procedures:

1. Instructor's observation and rating of presentations and role playing.
2. Evaluation of final draft of letters and envelopes typed for mailing.
3. Written quizzes, tests, and workbook assignments which sample objectives 1 through 8 with 85% accuracy.

Competency #3: Describe and discuss interpersonal skills (staff/patient etc.)

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the role of the medical assistant in patient teaching.
2. Describe the medical assistant's role as an attitude transmitter.
3. Describe approaches that are helpful in dealing with the patient's family and friends.
4. List special communication problems.
5. List and describe listening skills.
6. Differentiate between empathy and sympathy.
7. Explain importance of understanding the patient and his/her actions.
8. Demonstrate greeting the patient in the office.
9. Describe the basic pattern of communication.

Learning Activities:

1. Discuss what a medical assistant may do when a patient is waiting to pay a bill, telephone ringing and patient is asking a question

- at the same time, etc. Determine priorities in each simulation. (Objective 3; Resources 1-8).
2. Divide into groups and determine what variables can affect a patient's interest and disinterest. (Objective 1; Resources 1-8).
 3. Role play teaching opportunity situations which medical assistants can likely expect. (Objective 1; Resources 1-8).
 4. Divide into groups and collectively develop patient teaching plans, for different case histories. (Objective 1; Resources 1-8).
 5. Choose a word from instructor's list and nonverbally communicate that attitude to the class, e.g., happy, frustrated, nervous, angry, disinterest, etc. (Objective 2; Resources 1-8).
 6. Respond to given different situations either as sympathy reactions or empathy reactions. (Objective 6; Resources 1-8).
 7. Simulate an appropriate and inappropriate reception scene, such as a patient welcome or exit interview. (Objective 8; Resources 1-8).
 8. Discuss (without providing names) one's most recent visit to a medical office. (Objectives 2,3,5,7,8; Resources 1-8).
 9. Listen to several case histories and write down the correct information. (Objective 5; Resources 1-8).
 10. Role play correct and incorrect manner for effective listening while communicating between staff and patients. (Objective 5; Resources 1-8).
 11. Write a list of problems which can result from poor listening skills between staff and patient. (Objective 5; Resources 1-8).
 12. Divide into groups of three and create a simulation of a medical assistant communicating with an emotionally distressed patient, a terminally ill patient, an angry patient, a hearing impaired patient, confused patient and a language impaired patient. (Other students will observe and evaluate communication skills demonstrated. (Objective 4; Resources 1-8).
 13. Evaluate how change in tone of voice changes meaning by using the same/different tones of voice in simulations. Objective 2; Resources 1-8).
 14. Design a bulletin board on communications. (Objective 1-9; Resources 1-8).
 15. Divide into groups for the following activity: The group is trying to shorten the time patients wait in the waiting room. The cause has been identified as the physician spending too much time with each patient. Your objective is to agree on two or three recommendations in 10 minutes. However, there is one rule that must be followed. Each student must paraphrase what was said by the last person. After 10 minutes, the instructor will end the discussion and ask you to evaluate listening. Was it difficult to paraphrase? Why? What were the feelings about what was said - both on the part of the speaker and the paraphraser? What types of personality characteristics get in the way of listening? (Objective 5; Resources 1-8).
 16. Complete assignments in resource text workbook. (Objectives 1-9; Resources 1-8).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.

2. Bredow, Miriam. Medical Office Procedures. Simulation Tapes. Dallas: McGraw-Hill, 1973
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
9. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
10. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
11. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.
12. Speaker Resources from community
13. Community Agencies/clinics/facilities/organizations
14. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
15. Caldwell, Esther & Hegner, Barbara. Health Care Assistant. 4th ed., New York: Delmar Publishing Inc., 1985
16. Millikin, M.E. Understanding Human Behavior, A Guide for Health Workers. New York: Delmar Publishing Inc., 1974.

Evaluation Procedures:

1. Instructor's observation and evaluation of role playing.
2. Written quizzes, tests, and workbooks assignments which sample objectives 1-9 with 85% accuracy.

Unit Number: 1003

Unit Title: Microbiology/Medical and Surgical Asepsis

Competency #1: Identify principles and purposes of medical and surgical asepsis.

Objectives: After completion of the following activities, the student with 100% accuracy will be able to:

1. Explain medical and surgical asepsis with application to the health care field.
2. Discuss common microbes associated with daily life.
3. Describe causes of infection.

4. Identify methods of transmission.
5. Discuss the immune system and body defenses against disease.
6. Discuss clean and sterile technique.
7. Identify appropriate universal precautions for blood & body fluids.
8. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. Explain the relationship between microorganisms and infection. (Objectives 1,2,3; Resources 3-7,11,12).
2. Differentiate between pathogenic and nonpathogenic microorganisms. (Objective 1,2,3; Resources 3-7,11,12).
3. Classify the three general groupings of bacteria according to their shapes. (Objective 2; Resources 3-7),
4. Define and explain the 5 general types of microorganisms. (Objective 2; Resources 3-7).
5. List the portals of entry for microorganisms into the body. (Objective 3; Resources 3-7).
6. List and describe requirements for the growth of microorganisms. (Objective 3; Resources 3-7).
7. Prepare a chart showing the phases of the cycle of infection. (Objective 3; Resource 3-7).
8. Prepare and label throat cultures and lab requisition form. (Objectives 1,3; Resources 3,4,8,9).
9. List and explain the 5 basic ways that microorganisms are transmitted. (Objective 4; Resources 3-7).
10. Create examples of microorganism transfer and classify according to the mode of transfer. (Objective 4; Resources 3-7).
11. Discuss the structure and function of the immune system. (Objective 5; Resources 3-7).
12. Describe how the body defends against invading microorganisms. (Objective 5; Resources 3-7).
13. Demonstrate correct handwashing techniques for medical asepsis. (Objective 6; Resources 3-7).
14. Compose a list of common aseptic practices used for hygiene and for activities of daily living. (Objective 6; Resources 3-7).
15. Demonstrate correct handwashing techniques for surgical asepsis. (Objective 6; Resources 3-7).
16. Practice performing handwashing for both medical and a surgical asepsis with classmate observing technique used. (Objective 6; Resources 3-7).
17. Demonstrate proper technique for sterile gloving. (Objective 6; Resources 3-7).
18. Identify and demonstrate correct method to open sterile packages. (Objective 6; Resources 3-7).
19. Demonstrate the basic ways to remove articles from sterile wrapping. (Objective 6; Resources 3-7).
20. Define and discuss the origin transmission routes, effects and control of the AIDS virus. (Objective 4, Resources 11,12).
21. List methods used in the health care field to limit exposure to the AIDS virus. (Objective 7; Resources 11,12).
22. Invite an AIDS resource person as a guest speaker. (Objective 7; Resource 9).

23. Complete appropriate assignments. (Objective 1,2,3,4,5,6,8; Resources 3-7).

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. ed., Illinois: Colwell Systems, Inc., 1988
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981
4. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th ed., New York: Delmar Publishers, 1987.
5. Torres, Hazel O. & Ann Ehrlich. Modern Dental Assisting. 3rd ed., Philadelphia: Saunders, 1985.
6. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
8. Speaker Resources from community
9. Community Agencies/Clinics/Facilities/Organizations
10. Centers for Disease Control, Atlanta, GA.
11. Publications from U.S. Surgeon General, C. Edward Koop
12. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
13. Caldwell, Esther & Hegner, Barbara. Health Care Assistant. 4th ed., New York: Delmar Publishing Inc., 1985

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 8 with 100% accuracy.
2. Instructor observation and evaluation of role playing and return demonstrations using a predetermined checklist.

Competency #2: Explain proper procedures for disinfection and sterilization

Objectives: After completion of the following activities, the student with 100% accuracy will be able to:

1. Identify the importance of microbial control.
2. Recognize the factors that help control the growth of microorganisms.
3. Discuss techniques to destroy microorganisms.
4. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. Discuss in small groups the effects of not cleaning medical equipment after use. (Objective 1; Resources 3,5,10).
2. List factors that slow or stop the growth of microorganisms. (Objective 2; Resources 3,5,10).

3. Define spores and explain their importance to the control and destruction of bacteria. (Objective 3; Resources 3,5,10).
4. List the methods to clean/disinfect equipment and explain how they would be used. (Objective 3; Resources 3,5,10).
5. Explain the two types of autoclaves and their uses. (Objective 3; Resources 3,5,10).
6. Demonstrate how to prepare items to be sterilized/disinfected. (Objective 3; Resources 3,5,10).
7. Demonstrate proper technique to use a steam autoclave. (Objective 3; Resources 3,5,10).
8. Identify methods to handle and store items after cleaning/sterilization. (Objective 3; Resources 3,5,10).
9. Explain and demonstrate correct concurrent and terminal cleaning procedures. (Objective 2,3; Resources 3,5,10).
10. Prepare pour plates containing disinfectants and/or antiseptics and then observe the effect on growth of microorganisms placed on the plates. (Objectives 2,3; Resources 3,5,10).
11. List commercially available germicidal solutions from a supply catalog and indicate their claims for effectiveness. (Objectives 2,3; Resource 11).
12. Practice wrapping various size packs of equipment to be autoclaved. (Objective 3; Resources 3,5,10).
13. Create a chart indicating the advantages, disadvantages and effectiveness of each method of disinfection/sterilization and indicate appropriate uses for each method. (Objectives 2,3; Resources 3,5, 10).
14. Complete appropriate assignments in Resource Text Workbook. (Objectives 1,2,3,4; Resources 4,6).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew Mary A. & David and Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community

11. Community Agencies/clinics/Facilities/Organizations
12. Centers for Disease Control, Atlanta, GA.
13. Publications from U.S. Surgeon General, C. Edward Koop.
14. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
15. Caldwell, Esther & Hegner, Barbara. Health Care Assistant. 4th ed., New York: Delmar Publishing Inc., 1985

Evaluation Procedures:

1. Written quizzes, tests, and workbook assignments which sample all objectives 1 through 4 with 85% accuracy.
2. Instructor's observation and evaluation of role playing and return demonstrations according to a predetermined checklist.

Competency #3: Discuss isolation techniques

Objectives: After completion of the following activities, the student with 100% accuracy will be able to:

1. Identify common types of infectious disease.
2. Discuss the purpose and principles of isolation.
3. Explain procedures for isolation.
4. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List common infectious diseases found in students geographic area. (Objective 1; Resource 13).
2. Compare a written report based on the incubation, onset and development of a selected disease process. (Objective 1; Resources 5,17).
3. List the types of isolation and the equipment required for each type. (Objectives 2,3; Resources 5,16).
4. Match disease situations with appropriate type of isolation. (Objectives 2,3; Resources 5,16).
5. Demonstrate the physical set-up required for the various types of isolation. (Objectives 2,3; Resources 5,16).
6. Explain and demonstrate correct use of isolation garments and masks. (Objectives 2,3; Resources 5,16).
7. Demonstrate proper procedure to transfer items from a clean to a contaminated area. (Objective 3; Resources 5,16).
8. Demonstrate correct technique to transfer items from a contaminated to a clean area. (Objective 3; Resources 5,16).
9. Discuss the problems associated with patients using contact isolation at home and in the physician's office. (Objective 2; Resources 5,16).
10. Create an isolation situation in a physician's office in which the medical assistant would have to assist. (Objectives 2,3; Resource 5).
11. Complete appropriate assignments in Resource Text workbook. (Objectives 1,2,3,4; Resources 4,6).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Centers for Disease Control, Atlanta, GA
13. Publications from U.S. Surgeon General, C. Edward Koop.
14. Being a Nursing Assistant, Robert J. Brady Company.
15. Merck Manual.
16. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
17. Caldwell, Esther & Hegner, Barbara. Health Care Assistant. 4th ed., New York: Delmar Publishing Inc., 1985

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.
2. Instructor observation and evaluation of role playing and return demonstrations using a predetermined checklist.

Unit Number: 1004

Unit Title: Body structure and function

Competency #1: Discuss the basic structure and function of the body systems.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify the main parts of a cell.
2. Describe the basic function of a cell.
3. Compare the four main types of tissues.
4. Discuss organs and systems.
5. Explain the relationship among cells, tissues, organs and systems.
6. Recognize the planes of the body.
7. Identify and discuss the main body cavities.
8. Explain abdominal regions.
9. Define, pronounce and spell correctly all the important terms in this unit.
10. Apply the appropriate terminology to major organs and systems of the body.

Learning Activities:

1. Label a diagram of the main parts of a cell. (Objectives 1,9; Resources 3,4,5,6,7).
2. Relate the basic parts of a cell with its function. (Objectives 2,9; Resources 3,4,5,6,7).
3. List and discuss the four main types of tissues and the basic function of each type. Objectives 3,9; Resources 3,4,5,6,7).
4. Define and explain organs and systems. (Objectives 4,9; Resources 3,4,5,6,7).
5. Name the system of the body and related function. (Objectives 4,9; Resources 3,4,5,6,7).
6. Relate the appropriate organs to each system of the body. (Objectives 4,9; Resources 3,4,5,6,7).
7. Label diagrams for all body systems. (Objectives 4,9; Resources 3,4,5,6,7).
8. Draw and label a diagram to show the relationship between cells, tissues, organs and systems. (Objectives 5,9; Resources 3,4,5,6,7).
9. Label a diagram of the three main planes of the body with the name and directional terms created by these planes. (Objectives 6,9; Resources 3,4,5,6,7).
10. Define and explain the planes of the body. (Objectives 6,9; Resources 3,4,5,6,7).
11. Locate and explain the four body cavities. (Objectives 7,9; Resources 3,4,5,6,7).
12. Identify the main organs located in each body cavity. (Objectives 7,9; Resources 3,4,5,6,7).
13. Locate and give the medical terms and abbreviations for the nine body regions. (Objectives 8,9; Resources 3,4,5,6,7).
14. Define and explain the medical terminology appropriate to the major organs and systems of the body. (Objectives 9,10; Resources 3,4,5,6,7).
15. Complete appropriate assignments in Resource Text Workbook. (Objectives 1,2,3,4,5,6,7,8,9,10; Resources 3,4,5,6,7).
16. Use color coding methods when labeling diagrams of organs, etc.
Ex.: place red dot - write organ's name beside it (ex. heart) then color the heart red. (Objectives 7,8,9,10; Resources 3,5).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education -Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written quizzes, tests and workbook assignments which sample objectives 1 through 10 with 85% accuracy.

Competency #2: Discuss structure, function and common disorders of the integumentary system.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe structure of the integumentary system.
2. Identify and list functions of the integumentary system.
3. Explain common disorders/treatment of the integumentary system.
4. Explain related diagnostic tests/procedures of the integumentary system.
5. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Draw and label all parts of the integumentary system. (Objective 1; Resources 3-9).
2. List all structures and define their function. (Objective 2; Resources 3-9).
3. Define common disorders of the integumentary system and their treatments. (Objective 3; Resources 3-9).
4. Invite a dermatologist to discuss related diagnostic tests/procedures. (Objective 4; Resource 12).
5. Prepare a report on one integumentary disorder including cause, symptom treatment, prognosis. (Objective 3; Resource 3-9).
6. Identify and explain integumentary system, procedures and tests. (Objective 4; Resources 3-9).
7. Discuss proper skin care with cosmetologist. (Objective 3; Resource 12).
8. Complete all assignments for this unit. (Objectives 1-5; Resources 3-9 and 12).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education -Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 5 with 85% accuracy.
2. Instructor observation and evaluation of presentations using predetermined checklists.

Competency #3: Discuss structure, function and common disorders of the musculoskeletal system

Objective: After completing the following activities, the student, with 85% accuracy will be able to:

1. Describe structure and shape of bones.
2. Define and list functions of the musculoskeletal system.
3. Name the bones of the body.
4. Name examples of different kinds of joints.
5. Describe the types of muscles.
6. Name important skeletal muscles.
7. Identify tendons and ligaments.
8. Describe common muscle disorders/treatments.
9. Discriminate among common bone fractures/treatments.
10. Describe common skeletal disorders/treatments.
11. Explain related diagnostic (P.T.) tests/procedures of the musculoskeletal system.
12. Define, pronounce and spell correctly all the important terms in this unit.
13. Identify procedures and skills relating to the musculoskeletal system.

Learning Activities:

1. Label diagram of skeletal muscles. (Objective 6; Resources 3-9).
2. Label diagram of three types of muscle tissue and cite examples where each would be found. (Objectives 1,5; Resources 3-9).
3. List main skeletal muscles and state movement each creates. (Objectives 1,2,5; Resources 3-9).
4. State the function of the musculoskeletal system. (Objective 2; Resources 3-9).
5. Name the bones of the body. (Objective 3; Resources 3-9).
6. Make a "Name That Bone/Muscle Game" with flash cards. (Objective 3; Resources 3-9).
7. Draw and label parts of a long bone. (Objective 1; Resources 3-9).
8. Identify the shapes of bones. (Objective 1; Resources 3-9).
9. List and describe the various types of joints. (Objective 4; Resources 3-9).
10. Draw a joint and label tendons/ligaments. Define purpose. (Objective 7; Resources 3-9).
11. List and define the main muscular disorders and their basic treatments. (Objective 8; Resources 3-9).
12. Draw and identify the common bone fractures and their treatments. (Objective 9; Resources 3-9).
13. List and define common skeletal disorders and their treatment. (Objective 10; Resources 3-9).

14. Discuss diagnostic tests/procedures of the musculoskeletal system with an invited speaker. (Objective 11; Resources 3-9 and 12).
15. Identify and explain musculoskeletal system tests and procedures. (Objective 11; Resources 3-9).
16. Have student use color coding method when labeling diagrams of muscles and bones. (Objectives 3,6; Resources 1-13).
17. Locate and feel the muscle, ligament, tendon and cartilage tissue on a fresh chicken leg and thigh. (Objective 7; Resources: 1-12).
18. Divide students into small groups with each taking a turn on drilling others on name and/or location of bones using a skeleton model. (Objective 3; Resources 1-13).
19. Complete all assignments for this unit. (Objectives 1-13; Resources 3-9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education--Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments with sample objectives 1 through 13 with 85% accuracy.

Competency #4: Discuss structure, function, and common disorders of the nervous system.

Objectives: After completing the following activities, the student, with 85% accuracy, will be able to:

1. Describe the structure of the nervous system.
2. Describe the function of the nervous system.
3. Explain nerve impulses and synapse.
4. Locate and describe the function of the brain and spinal cord.
5. Describe and locate structure and function of the five senses.
6. Describe common disorders/treatment of senses.
7. Describe common disorders/treatment of nervous system.
8. Explain related diagnostic tests/procedures of the nervous system, including the senses.
9. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Label a diagram of brain/spinal cord, a neuron, ear and eye. (Objectives 1,4,5; Resources 3,4,5,6,7,8,9).
2. Name the three main divisions of the nervous system and define their functions. (Objectives 1,2; Resources 3,4,5,6,7,8,9).
3. State the function of the entire nervous system. (Objective 2; Resources 3,4,5,6,7,8,9).
4. State the function of each section of the brain. (Objective 2; Resources 3,4,5,6,7,8,9).
5. Explain three functions of the spinal cord. (Objective 2; Resources 3,4,5,6,7,8,9).
6. Draw a diagram and describe nerve impulse and synapse. (Objective 3; Resources 3,4,5,6,7,8,9).
7. List the function of the five senses. (Objective 5; Resources 3,4,5,6,7,8,9).
8. Define disorders and respective treatments of the senses. (Objective 6; Resources 3,4,5,6,7,8,9).
9. Define disorders and treatments affecting the nervous system. (Objective 7; Resources 3,4,5,6,7,8,9).
10. Identify and explain nervous system associated tests and procedures. (Objectives 8,9; Resources 3,4,5,6,7,8,9).
11. List the different types of pain. (Objective 6; Resources 3 through 9).
12. Discuss how pain can affect patient's attitude/response to treatment, etc. (Objective 6; Resources 3 through 9).
13. Close eyes and put different odorous items under nose and have student state what item is. (Objective 5).
14. With items of different textures in paper bag, reach in bag, pull out item and determine what it is by using the sense of touch with eyes closed. (Objective 5; Resources 3 through 9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.

2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education -Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 9 with 85% accuracy.

Competency #5: Discuss structure, function and common disorders of the respiratory system.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the structure of the respiratory system.
2. Describe the functions of the respiratory system.
3. Explain common disorders/treatment of the respiratory system.
4. Explain related diagnostic tests/procedures of the respiratory system.
5. Discuss oxygen administration.
6. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Draw and label parts of the respiratory system. (Objective 1; Resources 3-9).
2. List all organs of the respiratory system and define the function of each. (Objective 2; Resources 3-9).

3. List and define all common disorders of the respiratory system, including causes and treatments. (Objective 3; Resources 3-9).
4. Discuss diagnostic tests and procedures of the respiratory system with a respiratory therapist. (Objective 4; Resources 3-9 and 12).
5. Identify procedures and skills relating to respiratory system. (Objective 4; Resources 3-9).
6. Describe various methods of oxygen therapy and indications for use. (Objective 5; Resources 3-9).
7. Review safety factors dealing with oxygen therapy and patient teaching. (Objective 5; Resources 3-9).
8. Explore community supplier for portable oxygen units. (Objective 5; Resource - yellow pages of phone book).
9. Compare healthy lung tissue with damaged lung tissue (smoking, etc.). (Objective 3; Resources 3-9).
10. Complete all assignments related to this unit. (Objective 1,6; Resources 3-9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew Mary A. & David and Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education -Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments with sample objectives 1 through 6 with 85% accuracy.

Competency #6: Discuss structure, function and common disorders of the cardiovascular system.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the structure of the cardiovascular system.
2. Describe the function of the cardiovascular system.
3. Explain blood its components and function.
4. Explain the lymph system.
5. Explain common disorders/treatment of the cardiovascular system.
6. Explain related diagnostic tests/procedures of the blood and lymph system.
7. Explain related diagnostic tests/procedures of the cardiovascular, blood and lymph system.
8. Identify procedures and skills relating to the cardiovascular system.
9. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Draw and label the external diagram and internal cross section of the heart. (Objective 1; Resources 3-9).
2. Use red and blue pencils to show flow of blood through the heart and define how the heart works. (Objective 1; Resources 3-9).
3. Label major veins/artries on a diagram of the body. Describe how veins and arteries differ. (Objective 1; Resources 3-9).
4. Define the functions of the cardiovascular system. (Objective 2; Resources 3-9).
5. Identify three cells and liquid of which blood is composed. (Objective 4; Resources 3-9).
6. Label drawing of spun tube of blood. (Objective 4; Resources 3-9).
7. Define several function of blood and lymph. (Objectives 3,4; Resources 3-9).
8. List and define common disorders of the cardiovascular system including treatments. (Objective 5; Resources 3-9).
9. List and define common blood and lymph disorders and their treatments. (Objective 6; Resources 3-9).
10. List and define diagnostic tests/procedures of the cardiovascular system and blood and lymph/or have a cardiologist speak on this topic. (Objective 7; Resources 3-9 and guest speaker).
11. Identify and explain cardiovascular procedures and skills performed by medical assistant. (Objective 7; Resources 3-9).
12. Locate lymph nodes on a diagram of the body. (Objectives 4; Resources 3-9).
13. Simulate blood typing exercise. (Objective 5; Resources 3-9).
14. Complete all assignment sheets for this unit. (Objectives 1-9; Resources 3-9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.

2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education -Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 9 with 85% accuracy.

Competency #7: Discuss structure, function and common disorders of the urinary system.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the structure of the urinary system.
2. Describe the functions of the urinary system.
3. Describe common disorders/treatment of the urinary system.
4. Explain related diagnostic tests/procedures of the urinary system.
5. Define, pronounce and spell correctly all the important terms in the unit.
6. Identify procedures and skills relating to the urinary system.

Learning Activities:

1. Draw and label a diagram of the urinary system. (Objective 1; Resources 3-9).
2. List all organs of the urinary tract and tell the function of each. (Objective 2; Resources 3-9).

3. List normal components of urine and find normal daily output. (Objective 1; Resources 3-9).
4. Define techniques for collecting urine specimens (routine, 24 hour, midstream, sterile catheter). (Objective 4; Resources 3-9).
5. Demonstrate proper measurement for routine urinalysis. (Objectives 2,3,4,6; Resources 3,4,5,6,8,9).
6. List and define 10 common disorders of the urinary system and their treatments. (Objective 3; Resources 3-9).
7. Define incontinence, its causes and treatments. (Objective 3; Resources 3-9).
8. Discuss specific diagnostic tests/procedures of the urinary system with a urologist. (Objective 4; Resources 3-9 and 12).
9. Visit a medical laboratory urinalysis department to observe testing techniques. (Objective 4; Resource 13).
10. Prepare a report on symptoms, cause and treatment of the diabetic patients. (Objective 3; Resources 3-9).
11. Discuss with a laboratory technician his/her job responsibilities (Objective 4; Resource 12).
12. Identify and explain urinary systems associated tests and procedures. (Objectives 4,9; Resources 3,4,5,6,7,8,9).
13. Complete assignment sheets provided for this unit. (Objectives 1-6; Resources 3-9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education--Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 6 with 85% accuracy.

Competency #8: Discuss structure, function and common disorders of the endocrine system.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the structure of the endocrine system.
2. Describe the function of the endocrine system.
3. Describe common disorders/treatment of the endocrine system.
4. Explain related diagnostic tests/procedures of the endocrine system.
5. Identify procedures and skills relating to the endocrine system.
6. Define, pronounce and spell correctly all the important terms in the unit.

Learning Activities:

1. Draw and label all parts of the endocrine system. (Objective 1; Resources 3-9).
2. List all organs of the endocrine system and tell function of each. (Objective 2; Resources 3-9).
3. Define function of endocrine system. (Objective 2; Resources 3-9).
4. List and define common disorders of the endocrine system. (Objective 3; Resources 3-9).
5. Discuss common diagnostic tests and treatments of the endocrine system with a physician. (Objective 3; Resources 3-9 and 12).
6. Identify and explain tests and procedures performed on/for the endocrine system. (Objective 4; Resources 3-9).
7. Complete all assignment sheets for this unit. (Objectives 1-6; Resources 3-9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.

7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
11. Community Agencies/Clinics/Facilities/Organizations
12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
13. Sloan, Jamee, Reid. Health Occupations Education -Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 6 with 85% accuracy.

Competency #9: Discuss structure, function and common disorders of the gastrointestinal system.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the structure of the gastrointestinal system.
2. Describe the function of the gastrointestinal system.
3. Explain common disorders/treatment of the gastrointestinal system.
4. Explain related diagnostic tests/procedures of the gastrointestinal system.
5. Identify procedures and skills relating to the gastrointestinal system.
6. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Draw and label all parts of the gastrointestinal tract (include main organs and accessory organs). (Objective 1; Resources 3-9).
2. Draw and label a diagram of the lining of the small intestines. (Objective 1; Resources 3-9).
3. Define the function of each part of the gastrointestinal tract. (Objective 2; Resources 3-9).
4. List and define 10 common disorders of the gastrointestinal tract and their respective treatments. (Objective 3; Resources 3-9).
5. Discuss with a physician gastrointestinal diagnostic tests and gastrointestinal procedures. (Objective 4; Resources 3-9 and 12).
6. Identify and explain the gastrointestinal system associated tests and procedures. (Objectives 4,5; Resources 3,4,5,6,7,8,9).
7. Explain how food is absorbed by villi in the small intestine. (Objective 2; Resources 3-9).
8. List and explain the proper techniques for collection of stool specimens. (Objectives 3,4; Resources 3-9).

9. Complete all assignment sheets provided for this unit. (Objectives 1-6; Resources 3-9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
10. Speaker Resources from community
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13. Sloan, Jamee, Reid. Health Occupations Education--Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 6 with 85% accuracy.

Competency #10: Discuss structure, function and common disorders of the reproductive system.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the structure of the reproductive system.
2. Describe the function of the reproductive system.
3. Explain the menstrual cycle.
4. Describe fertilization.
5. Explain pregnancy with body changes and signs.
6. Describe birth control methods.
7. Describe common disorders/treatment of the reproductive system.

8. Explain related diagnostic tests/procedures of the reproductive system.
9. Describe sexually transmitted diseases.
10. Identify procedures and skills relating to the reproductive system.
11. Define, pronounce and spell correctly all the important terms in the unit.

Learning Activities:

1. Draw and label all parts of the male and female reproductive system. (Objective 1; Resources 3-9).
2. List all organs of the male and female reproductive systems and tell the function of each. (Objective 2; Resources 3-9).
3. Identify the 3 parts of the menstrual cycle. (Objective 3; Resources 3-9).
4. Describe how fertilization of the egg occurs. (Objective 4; Resources 3-9).
5. Explain how pregnancy progresses from fertilization to birth. (Objective 5; Resources 3-9).
6. List probable, possible and positive signs and tests of pregnancy. (Objective 5; Resources 3-9).
7. Study birth control methods, costs, side effects and effectiveness of each. (Objective 6; Resources - Ortho Company and Midwife).
8. Discuss birth control and prenatal care with a gynecologist or a midwife. (Objective 6; Resource 12).
9. Study the common reproductive disorders of male and female and respective treatment. (Objective 7; Resources 3-9).
10. Prepare a research report on one reproductive disorder/treatment. (Objective 7; Resources 3-9).
11. Discuss commonly used diagnostic tests and procedures of male and female reproductive systems with a physician or gynecologist. (Objective 8; Resource 12).
12. Identify and explain reproductive system procedures and treatments. (Objective 8; Resources 3-9).
13. Assist with a pap smear test. (Objective 8; Resources 5,6).
14. Invite Nurse of Hope to teach how to do a self-breast examination. (Objective 8; Resource 12,16).
15. Discuss sexually transmitted diseases/preventions with a public health nurse. (Objective 10; Resource 12).
16. Collect pamphlets and send for information on sexually transmitted diseases. (Objective 10; Resources 3-9).
17. Do a report on a sexually transmitted disease. (Objective 10; Resources 3-9).
18. Complete all assignment sheets for unit. (Objectives 1-10; Resources 3-9 and 12).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies.

- Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
 5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
 6. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
 7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
 8. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
 9. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
 10. Speaker Resources from community
 11. Community Agencies/Clinics/Facilities/Organizations
 12. Fong, Elizabeth, Ferris, E.B., & Skelley, Esther G., Body Structure and Function. Delmar Publishing Inc., 1984.
 13. Sloan, Jamee, Reid. Health Occupations Education--Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 11 with 85% accuracy.

Unit Number: 1005

Unit Title: Human Growth and Development

Competency #1: Identify and discuss seven life stages.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify and discuss each of the seven life stages, to include physical, mental, emotional and social developments that occur at each stage of life.
2. Recognize ways in which life stages affect a person's needs.
3. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. Classify each of the seven life stages. (Objective 1; Resources 5,6,16,17).
2. Identify, define and explain the four main types of growth and development that occur in life stages. (Objectives 1,2,3; Resources 5,6,16,17).

3. Develop a chart showing the four main types of growth and development for each of the seven stages of life. (Objectives 1,2,3; Resources 5,6,16,17).
4. Observe individuals in each of the seven stages and relate their needs in a class discussion. (Objectives 1,2; Resources 5,6,16,17).
5. Complete appropriate assignments in workbook. (Objectives 1,2,3; Resource 6).

Resources:

1. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
3. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
6. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
8. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
9. Speaker Resources from community
10. Community Agencies/Clinics/Facilities/Organizations
11. The Human Body--Growth and Development. New York: Forstar Books, Inc.
12. Human Relations Medical Film Strips: The Eight Stages of Human Life: Prenatal to Old Age. Pleasantville, N.Y.
13. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
14. Millikin, M.E. Understanding Human Behavior, A Guide for Health Workers. New York: Delmar Publishing Inc., 1974.

Evaluation Procedures:

1. Written quizzes, tests and workbook assignments, which sample objectives 1,2,3, with 85% accuracy.

Competency #2: List, define and discuss human needs.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify the basic human needs.

2. Explain Maslow's hierarchy of needs.
3. Recognize methods of satisfying human needs.
4. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List and discuss human needs and relate these needs to the patient. (Objectives 1,2,4; Resource 5).
2. Discuss the levels of needs according to Maslow's hierarchy of needs. (Objective 2; Resource 5).
3. Create examples for each of the five basic groups of needs in the Maslow's hierarchy of needs. (Objective 2; Resource 5).
4. Name and discuss the two main methods used to satisfy and meet needs. (Objective 3; Resource 5).
5. List a situation showing the use of each of the following defense mechanisms: rationalization, projection, displacement, compensation and day dreaming). (Objective 3; Resource 5).
6. Role play office situations regarding patient needs and how they can be met. (Objectives 1,2,3; Resource 1).
7. Complete appropriate assignments in workbook. (Objectives 1,2,3,4; Resource 6).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
2. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
3. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.
4. Millikin, M.E. Understanding Human Behavior, A Guide for Health Workers. New York: Delmar Publishing Inc., 1974.

Evaluation Procedures:

1. Instructor's observation and evaluation of role playing.
2. Written quizzes, tests and workbook assignments which sample objectives 1,2,3,4 with 85% accuracy.

Competency #3: Identify and discuss death and dying.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Explain death and dying.
2. Describe the five stages of grieving that occur in the dying patient.
3. Describe the role of the health care worker in each of the five stages.
4. Explain Hospice Care.
5. Justify what is meant by the "right to die."

6. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. Define and discuss death and dying. (Objectives 1,2; Resources 5,18,19).
2. Discuss Dr. Elizabeth Kubler-Ross' research on the process of death and dying. (Objectives: 1,2,3; Resource 19).
3. Identify and explain the five stages of grieving that dying patients and their families may experience in preparation for death. (Objectives 1,2,3; Resources 5,18,19).
4. Define and discuss Hospice care, include a Hospice nurse or personnel to speak on the topic. (Objective 4; Resource 5,12).
5. Discuss the "right to die" issue, include a physician or nurse as speakers. (Objective 5; Resource 5,12).
6. After visiting and/or speaking with a mortician, list all arrangements necessary when a death occurs. (Objective 1; Resource 12).
7. Discussion with members of the clergy regarding death and dying. (Objective 1; Resource 12).
8. Complete appropriate assignments in workbook. (Objectives 1 through 6; Resource 6).

Resources:

1. Russell, Robert D. and Candance Purdy. Coping with Death and Dying. Glenview, IL: Scott, Foresman and Co., 1988
2. Kubler-Ross, Elizabeth. On Death and Dying. New York: MacMillan, 1977
3. Simmers, Louise. Diversified Health Occupations. 2nd. ed., New York: Delmar Publishing Inc., 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd ed., New York: Delmar Publishing, 1988.
5. Speaker Resources from Community.

Evaluation Procedures:

1. Written quizzes, test and workbook assignments, which sample objectives 1 through 6 with 85% accuracy.

Unit Number: 1006

Unit Title: Medical Terminology

Competency #1: Identify Common Medical Abbreviations

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Spell and define common medical abbreviations.
2. Recognize and use medical abbreviations accurately in written communications.

Learning Activities:

1. Compile a list of 150 medical abbreviations and their definitions. (Objective 1; Resources 1,2,3,4,5,6).
2. Write a sentence using each abbreviation so that it appears in the middle of the sentence. (Objective 1,2).
3. Write a story comprised of several paragraphs incorporating as many medical abbreviations as possible. (Objectives 1,2; Resources 1,2,4,5,6).
4. Prepare and use flash cards for 150 medical abbreviations. (Objectives 1; Resources 1,2,3,4,5,6).
5. Define prepared sentences having medical abbreviations in them. (Objective 1,2; Resources 1,2,3,4,5,6).
6. Complete assignment sheets. (Objectives 1,2; Resource 1,2,3,4,5, 6).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
2. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
3. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
4. Tabers Medical Dictionary (and other dictionaries).
5. Ehrlich, Ann. Medical Terminology for Health Professions. Albany, NY: Delmar, 1988
6. Austrin, Mariam & Harriet. Young's Learning Medical Terminology. 6th Ed., St. Louis: C.V. Mosby Company, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #2: Identify medical prefixes; suffixes, roots.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Spell and define medical prefixes, suffixes, roots.
2. Recognize and use medical prefixes, suffixes, roots accurately i written communications.
3. Demonstrate familiarity with medical dictionaries.

Learning Activities:

1. Compile an alphabetical list of at least 150 medical prefixes, suffixes and roots and their definitions. (Objective 1; Resources 1,2,3,4,5,6).
2. Use each prefix, suffix and root to form a basic medical term and define the term. (Objectives 2,3; Resources 1,2,3,4,5,6).

3. Make a set of flash cards for medical prefixes, suffixes, and roots. Practice with a partner. (Objective 1; Resources 1,2,3,4,5,6).
4. Complete assignment sheets for unit. (Objectives 1,2,3; Resources 1,2,3,4,5,6).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
2. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
3. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
4. Tabers Medical Dictionary (and other medical dictionaries).
5. Ehrlich, Ann. Medical Terminology for Health Professions. Albany, NY: Delmar, 1988.
6. Austrin, Miriam and Harriet. Young's Learning Medical Terminology. 6th Ed., St. Louis: C. V. Mosby Company, 1988.

Evaluation Procedures:

1. Written tests, quizzes and homework assignments which sample objectives 1,2,3 with 85% accuracy.

Competency #3: Identify Common Medical Terms

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Define, spell and pronounce the medical terms most commonly used in a medical office.
2. Recognize and use medical terms in written communications.
3. Recognize and use medical terms in oral communications.
4. Demonstrate familiarity with medical dictionaries.

Learning Activities:

1. Compile an alphabetical list of common medical terms and definitions used in a medical office. (Objectives 1,4; Resources 1,2,3,4,5,6).
2. Make flash card set for medical terms - practice with fellow students. (Objectives 1,4; Resources 1,2,3,4,5,6).
3. Practice pronouncing medical terms in sentences. (Objectives 1,3; Resources 1,2,3,4,5,6).
4. Participate in a spelling bee using medical terms. (Objectives 1,3; Resources 1,2,3,4,5,6).
5. Define and spell medical terms pronounced to the student. Objectives 1,3; Resources 1,2,3,4,5,6).
6. Define medical terms given in written paragraphs. (Objectives 1,2,4; Resources 1,2,3,4,5,6).
7. Complete medical term crossword puzzles on computer and for hard copy form. (Objectives 1,2,4; Resources 1,2,3,4,5,6).

8. Complete assignment sheets. (Objectives 1,2,3,4; Resources 1,2,3,4,5,6).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
2. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
3. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
4. Tabers Medical Dictionary (and other medical dictionaries).
5. Ehrlich, Ann. Medical Terminology for Health Professions. Albany, NY, Delmar, 1988.
6. Austrin, Miriam and Harriet. Young's Learning Medical Terminology. 6th Ed., St. Louis, C. V. Mosby Company, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Unit Number: 1007

Unit Title: Safety in the Health Care Setting

Competency #1: Define and discuss types of safety hazards.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Recognize potential office hazards regarding the personnel.
2. Recognize potential office hazards regarding the patient.
3. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Identify and discuss electrical hazards in an office situation. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7).
2. Identify and discuss physical environment hazards. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7).
3. Identify and discuss medications hazards. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7).
4. Identify and discuss equipment hazards. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7).
5. Identify and discuss patient hazard. (Objectives 1,3; Resources 1,2,3,4,5,6,7).
6. Identify and discuss hazards of inadequate or misinterpreted communication. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7).
7. Identify and discuss chemical hazards. (Objectives 1,2; Resources 1,2,3,4,5,6,7).

8. Identify and discuss smoking hazards. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7).
9. Recognize the three elements required to start a fire. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7).
10. Discuss with a representative of the fire department safety hazards. (Objectives 1,2,3; Resource 8).
11. Complete appropriate assignments in resource text workbooks. Objectives 1,2,3; Resources 1,2,3,4,5,6,7).

Resources:

1. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
3. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
6. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
7. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
8. Community Agencies/Clinics/Facilities/Organizations

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1,2,3 with 85% accuracy.

Competency #2: List and demonstrate proper safety procedures.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Define and demonstrate body mechanics.
2. Describe methods of fire prevention in the office.
3. Explain why fire and severe weather drills are needed.
4. Describe an incident form.
5. Describe steps to take in accident proofing an office.
6. Explain policies regarding office safety.
7. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Describe and demonstrate proper body mechanics for personnel and patient. (Objectives 1,7; Resources 1,2,3,4,5,6,7).

2. List the three elements to start a fire. (Objectives 2,7; Resources 1,2,3,4,5,6,7).
3. List the four main classes of fire extinguishers. (Objectives 2,7; Resources 1,2,3,4,5,6,7).
4. Relate each class of fire extinguisher to the specific fire(s) for which it is used. (Objectives 2,7; Resources 1,2,3,4,5,6,7).
5. Locate and describe operations of the nearest fire alarm. (Objectives 2,7; Resources 1,2,3,4,5,6,7).
6. Engage a representative of the area fire department to explain and demonstrate along with class participation, use of common fire extinguishers, fire prevention and accident proofing an office. (Objectives 2,5; Resources 1,2,3,4,5,6,7,8).
7. Give a detailed description of the evacuation plan, thereby emphasizing patient/personnel safety. (Objectives 3,7; Resources 1,2,3,4,5,6,7).
8. Explain various types of incidents forms and reasons why forms are required. (Objectives 4,7; Resources 1,2,3,4,5,6,7).
9. Complete a sample incident form. (Objectives 4,7; Resources 1,2,3,4,5,6,7).
10. Identify and list specific steps to take when "accident-proofing a office," regarding personnel, materials, equipment, signs and physical environment. (Objectives 5,7; Resources 1,2,3,4,5,6,7).
11. List and describe specific safety requirements regarding office safety and compile same into a Safety Manual. (Objectives 6,7; Resources 1,2,3,4,5,6,7).
12. Complete appropriate assignments in workbook. (Objectives 1,2,3,4,5,6,7; Resources 1,2,3,4,5,6,7).

Resources:

1. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
3. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
6. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
7. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
8. Community Agencies/Clinics/Facilities/Organizations

Evaluation Procedures:

1. Written tests, quizzes and homework assignments which sample objectives 1 through 7 with 85% accuracy.

Unit #1008

Unit Title: Medical Math/Drugs/Solutions

Competency #1: Identify and discuss apothecary, metric and household units of measurement.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Compare apothecary, metric and household measurement.
2. Recognize commonly used weights and measures for metric and apothecary measurements.
3. Differentiate between apothecary, metric and household measurement.

Learning Activities:

1. Make a poster on the different types of measurement. (Objective 1; Resources 1,2,3,4,5,6,7,8).
2. Make flash cards to be used in drilling. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7,8).
5. Use commercial or instructional review sheets on equivalents. (Objective 2; Resources 1,2,3,4,5,6,7,8).
6. After memorizing the tables, participate in verbal quizzing (like spelling bees) with the class divided equally and each student eliminated for the wrong answer. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7,8).
7. Complete appropriate assignments in text workbook. (Objectives 1-3; Resources 1,2,3,4,5,6,7,8).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1,2,3 with 85% accuracy.

Competency #2: Explain and practice units of measurement conversion.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Calculate drug doses.
2. Convert dosages from the apothecaries system to the metric system.
3. Utilize basic math skills.

Learning Activities:

1. Using commercial or instructional worksheets, add, subtract, multiply and divide fractions, decimals, whole numbers and percentages. (Objective 1; Resources 1,2,3,4,5,6,7,8).
2. Recite units of volume and weight given in the metric system. (Objective 2; Resources 1,2,3,4,5,6,7,8).
3. Recite the units of volume and weight given in the apothecaries system. (Objective 2; Resources 1,2,3,4,5,6,7,8).
4. Using commercial or instructional worksheets, convert dosages from the apothecaries system to the metric system. (Objective 2; Resources 1,2,3,4,5,6,7,8).
5. Differentiate between ratio and preparation. (Objective 1; Resources 1,2,3,4,5,6,7,8).
6. Compute dosages when dose ordered is the same as the dose on hand, dose ordered is larger or smaller than dose on hand, if dose ordered is in one system and medicine on hand is in another system. (Objectives 1-3; Resources 1,2,3,4,5,6,7,8).
7. Do practice problems found in text or made by instructor. (Objectives 1-3; Resources 1,2,3,4,5,6,7,8).
8. Review basic math skills by using proper computer program (such as Math Blaster). (Objective 3; Resources 1,2,3,4,5,6,7,8).
9. Complete appropriate assignments in text workbook. (Objectives 1-3; Resources 1,2,3,4,5,6,7,8).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1,2,3 with 85% accuracy.

Competency #3: Describe and demonstrate use of Physician's Desk Reference

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Utilize the major pharmacological reference books for drug information.

Learning Activities:

1. Instructor will prepare a list of drugs and will provide sample pills, tablets and capsules. The student will look up the drugs in the PDR to list the action of drug, usual dosage, routes of administration, contraindications and effectiveness. (Objective 1; Resources 1,2,3,4,5,6,7,8).
2. Complete workbook assignments and instructor prepared worksheets to learn use of all indexes for PDR. (Objective 1; Resources 1,2,3,4,5,6,7,8).

Resource:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.

8. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignment which sample the objective with 85% accuracy.

Competency #4: Identify and discuss legal implications regarding medical medications.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the legal standards and modes of standards for drug administration.
2. Recognize the legal authority for medications administered by licensed personnel.
3. Recognize the medical assistant code of Ethics.

Learning Activities:

1. Participate in panel discussions discussing solutions to ethical and legal situations involving medications. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7,8).
2. Complete assignments in workbook. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7,8).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.
3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1,2,3 with 85% accuracy.

Competency #5: List and discuss types of medications, their effects, disposal, and storage.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify the action of each classification of drugs.
2. Define and spell specified terms, drug classifications and common drugs used in pharmacology.
3. Differentiate between nonprescription, prescription and controlled drugs.
4. Explain the procedures and precautions for proper storage and disposal of drugs.

Learning Activities:

1. Make flash cards with names of drug classes on one side and their action on the opposite side. Use for drilling. (Objective 2; Resources 1,2,3,4,5,6,7,8).
2. Discuss drug abuse with a guest lecturer. Objectives 1,2,3; Resources 9).
3. Begin a drug card library. Keep a 5 x 7 index card on each drug. Write the generic name, trade name, usual dosage given, usual method of administration, indications and contraindications of the drug. Write a brief description of the action of the drug at the bottom of the card. Store all cards in an index box for quick reference. (Objectives 1,2; Resources 1,2,3,4,5,6,7,8).
4. Using an instructor prepared drug list, look up the drugs in reference books to list the action of drug, usual dosage, routes of administration, contraindications and effectiveness. (Objectives 1,2; Resources 1,2,3,4,5,6,7,8).
6. Participate in game similar to a spelling bee, where drug information is given, you must name the correct drug. (Objectives 1-4; Resources 1,2,3,4,5,6,7,8).
7. Create a bulletin board about drugs. (Objectives 1-4; Resources 1,2,3,4,5,6,7,8).
8. Cut out advertisements and listen to T.V. ads on drugs and give information on that drug. (Objectives 1-6; Resources 1,2,3,4,5,6,7,8).
9. Complete appropriate assignments in workbook. (Objectives 1-4; Resources 1,2,3,4,5,6,7,8,9).

Resources:

1. Bredow, Miriam and Marian J. Cooper. The Medical Assistant. 5th Ed., Dallas: McGraw-Hill, 1986.
2. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill, 1973.

3. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
4. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
8. Frew Mary A. & David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. F. A. Davis Company, 1982.
9. Speaker Resources from community

Evaluation Procedures:

1. Written tests, quizzes, and homework assignment which sample objectives 1 through 4 with 85% accuracy.

Unit Number: 1009

Unit Title: First Aid/CPR

Competency #1: Define and discuss principles of first aid.

Objectives: After completing the following activities, the student with 100% accuracy will be able to:

1. Explain the initial stages of first aid.
2. Identify situation requiring first aid intervention.
3. Discuss implementing the emergency medical system.
4. Report emergencies accurately and immediately.
5. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List and explain the ABC's of first aid. (Objective 1; Resources 1,3).
2. Evaluate patient appearance, symptoms and verbal statements to determine need for treatment. (Objective 2; Resources 1,3,5,6).
3. Identify and explain use and purpose of medic-alert and vial-of-life systems. (Objective 2; Resources 1,3).
4. Create a list of emergency telephone numbers. (Objectives 3,4; Resource 8).
5. List and discuss types of information needed for emergency care services. (Objectives 3,4; Resources 1,2,7).

6. Identify types of emergencies and methods to obtain local emergency services with an emergency medical director or paramedic. (Objectives 2-3; Resource 8).
7. Complete appropriate assignments in workbook. (Objectives 1-4; Resources 2,4).

Resources:

1. Keir, Lucille, Barbara Wise, & Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies New York: Delmar Publishers, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
3. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Atkinson, . The Medical Assistant, Clinical Practice. Delmar Publishers, 1976.
6. Speaker Resources from community
7. Community Agencies/Clinics/Facilities/Organizations
8. Sloan, Jamee, Reid. Health Occupations Education - Medical Assistant Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 5 with 85% accuracy.
2. Practical examination with 100% accuracy.

Competency #2: Identify, describe and demonstrate first aid for common accidents.

Objectives: After completing the following activities, the student with 100% accuracy will be able to:

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques.
3. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List and describe the three types of burns including correct treatment intervention. (Objectives 1,2; Resources 1,3,5,6,7).
2. Explain occurrence and first aid for frostbite/hypothermia. (Objectives 1,2; Resources 1,3,6,7).
3. Describe causes and treatment for poisoning. (Objectives 1,2; Resources 1,3,6,7).
4. Differentiate between causes, symptoms and treatment for internal and external hemorrhaging. (Objectives 1,2; Resources 1,3,5,6,7).

5. Discuss proper care for seizure victims. (Objectives 1,2; Resources 1,3,5,6,7).
6. Explain causes and treatment for bone and joint injuries. (Objectives 1,2; Resources 1,3,5,6,7).
7. Discuss occurrence and first aid for eye, ear, nose and throat injuries. (Objectives 1,2; Resources 1,3,6,7).
8. Differentiate between causes, symptoms and treatment for diabetic coma and insulin shock. (Objectives 1,2; Resources 1,3,6,7).
9. List types of wounds and describe the appropriate treatment. Objectives 1,2; Resources 1,3,5,6,7).
10. Discuss proper care for presence of foreign bodies. (Objectives 1, 2; Resources 1,3,5,6,7).
11. Describe occurrence and appropriate instruction for substance abuse. (Objectives 1,2; Resources 1,3).
12. List causes, symptoms and treatment of unconscious victims. Objectives 1,2; Resources 1,3,6,7).
13. Differentiate between sunstroke/heat exhaustion and appropriate intervention. (Objectives 1,2; Resources 1,3,6,7).
14. Create simulated emergency situations and role play providing appropriate first aid intervention. (Objectives 1,2; Resources 1,3,5,6,7).
15. Complete appropriate assignments in workbook. (Objectives 1-3; Resources 2,4).

Resources:

1. Keir, Lucille, Barbara Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
3. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Frew, Mary A. and David Frew. Comprehensive Medical Assisting Administrative and Clinical Procedures Workbook. Philadelphia: F.A. Davis Company, 1982.
7. Atkinson, The Medical Assistant. Clinical Practice. New York: Delmar Publishers, 1976
8. American Red Cross. First Aid Modules.

Evaluation Procedures:

1. Instructor observation and evaluation of role playing.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 3 with 85% accuracy.
3. Practical examination with 100% accuracy.

Competency #3: Identify, describe and demonstrate medical emergency procedures.

Objectives: After completing the following activities, the student with 100% accuracy will be able to:

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques in emergency situations.
3. Explain and demonstrate CPR.
4. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. Explain causes and treatments for asphyxiation and respiratory distress. (Objectives 1,2; Resources 1,3,5,6,7).
2. Recognize symptoms and perform obstructive airway procedures on conscious/unconscious patients. (Objectives 1,2; Resources 1,3,5,6,7).
3. Discuss occurrence, events and procedure for respiratory and/or cardiac arrest. (Objectives 1,2; Resources 1,3,5,6,7).
4. List and describe the symptoms of shock and appropriate first aid observation. (Objectives 1,2; Resources 1,3,5,6,7).
5. Create medical emergency situations and role play first aid intervention techniques. (Objectives 1,2; Resources 1,3,5,6,7).
6. Practice cardiopulmonary resuscitation and the Heimlich maneuver using manikins and participate in American Red Cross or American Heart Association certification process. (Objectives 1,2; Resources 1,3,5,6,7).
7. Identify and discuss CPR for infants/children/adults. (Objective 3; Resources 5,6,7).
8. Complete appropriate assignments in workbooks. (Objectives 1-3; Resources 2,4).

Resources:

1. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
2. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies, Competency-Based Student Workbooks. New York: Delmar Publishers, 1986.
3. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. American Red Cross. First Aid Modules.
6. American Red Cross. Cardiopulmonary Resuscitation Booklet.
7. American Heart Association. Cardiopulmonary Resuscitation Booklet.

Evaluation Procedures:

1. Instructor observation and evaluation of role playing.

2. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 100% accuracy.
3. Performance examination with 100% accuracy.

Unit Number: 1010

Unit Title: Nutrition

Competency #1: Define and explain proper nutrition.

Objectives: After completing the following activities the student with 85% accuracy will be able to:

1. Identify the four food groups and give three examples of foods found in each group.
2. Identify the use of six basic nutrients in the body stating one example of a food source for each nutrient.
3. Identify fat soluble and water soluble vitamins.
4. Define the function of carbohydrates, fats and proteins in a properly balanced diet, listing two food sources for each category.
5. State nutritional requirements for seven age levels (infant, toddlers, pre-schoolers, school-age, adolescent, adult, geriatric).
6. Identify disorders/treatments associated with imbalanced diet.
7. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List and discuss the four food groups and compile 10 examples of foods found in each group. (Objective 1; Resources 1,2,3,4,5,6).
2. List the six basic nutrients, their function and three examples of food sources for each nutrient. (Objective 2; Resources 1,2,3,4).
3. List of water soluble vitamins and three fat soluble vitamins, explaining how the body stores the two types. (Objective 3; Resources 1,3,4).
4. List the function of carbohydrates, fats and proteins and list five examples of foods representative of each category. (Objective 4; Resources 1,2,3,4,5).
5. List daily requirements from basic food groups for infants, toddlers, pre-schoolers, elementary school age, adolescents, adults and geriatrics. (Objective 5; Resources 1,3,5,6).
6. Prepare a three day balanced diet plan for two different age groups. (Objective 6; Resources 1,3,5,6).
7. Discuss affects of proper nutrition on wellness/illness with a dietician. (Objective 7; Resource 7).
8. Keep a week long personal diet record and evaluate according to nutrient, vitamin, basic food group requirements. (Objectives 1,2,3,4,5; Resources 1,2,3,4,5,6).

Resources:

1. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
2. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
3. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
4. HERT (Hospital and Educational Research Trust). Being A Nurses Aide.
5. Will, Connie. Being a Long Term Care Nursing Assistant. Brady Company.
6. Butterick Publishing Filmstrips: Food to Live On; Food to Grow On; and Food for Life" series.
7. Speaker Resources from community

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 7 with 85% accuracy.

Competency #2: Identify and discuss diet therapy.

Objectives: After completing the following activities the student with 85% accuracy will be able to:

1. Describe the function of 10 therapeutic diets.
2. List foods allowed on each special diet and modifications (fluid restrictions).
3. Match therapeutic diets with specific diagnostic conditions.
4. Identify standard diets and ways they can be modified.

Learning Activities:

1. List 12 therapeutic diets and include foods allowed/not allowed and purpose of each diet. (Objective 1-3; Resources 1,2,3,5,6).
2. Prepare a three day diet plan for a patient on a therapeutic diet, explaining the diet to instructor. (Objectives 1,2; Resources 1,2,3,5,6).
3. List 20 diseases/disorders which require specific therapeutic diets. (Objectives 1,2,3; Resources 1,2,3,5,6).
4. Visit dietary preparation area of hospital or other health facility. (Objectives 1,2,3; Resource 4).
5. List and discuss standard diets to include purpose, foods allowed, foods to be avoided, and modifications. (Objective 4; Resources 1,2,3,5,6).
6. Plan a daily menu for each type of standard diet and include ways to modify each. (Objective 4; Resources 1,2,3,5,6).
7. Given a list of foods, match items with appropriate standard diet. (Objective 4; Resources 1,2,3,5,6).
8. Discuss fluid restrictions for diagnostic and therapeutic purposes. (Objective 2; Resources 1,2,3,5,6).

9. Role play teaching patient about fluid restrictions. (Objective 2; Resources 1,2,3,5,6).

Resources:

1. Keir, Lucille, Barbara A. Wise and Connie Krebs-Shannon. Medical Assisting: Clinical and Administrative Competencies. New York: Delmar Publishers, 1986.
2. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
3. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
4. Community Agencies/Clinics/Facilities/Organizations
5. HERT (Hospital and Educational Research Trust). Being A Nurses Aide.
6. Will, Connie. Being a Long Term Care Nursing Assistant. Brady Company.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1,2,3 and 4 with 85% accuracy.

Competency #3: Demonstrate proper recording of daily input and output.

Objectives: After completing the following activities the student with 85% accuracy will be able to:

1. Compute and record intake/output for 24 hour period.
2. State importance of accuracy in recording intake/output.
3. Identify specific items that would be considered measurable for intake/output.
4. Define, pronounce and spell correctly all terms related to this unit.

Learning Activities:

1. Fill various food containers with water and pour each into a graduate to accurately measure amount each container holds. Keep a master chart of results. (Objectives 1,2; Resources 1,2,3,4).
2. Place water in emesis basins, bed pans, catheter bags, "hats," etc., emptying into a graduate to accurately measure amounts each contains. (Objective 1,2; Resources 1,2,3,4).
3. Record intake and output for 24 hour period using appropriate form. (Objectives 1,2,3; Resources 1,2,3,4).
4. Define graduate, "cc," force fluids, restrict fluids, NPO and other terms relating to this unit. (Objective 4; Resources 1,2,3,4).
5. Complete assignment sheets for unit. (Objectives 1-4; Resources 1,2,3,4).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

2. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
3. HERT (Hospital and Educational Research Trust). Being A Nurses Aide.
4. Will, Connie. Being a Long Term Care Nursing Assistant. Brady Company.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignment which sample objectives 1 through 4 with 85% accuracy.

Unit Number: 1011

Unit Title: Career Opportunity/Employment Preparation

Competency #1: Explore health careers/allied health field.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify work related values, interests and abilities.
2. Describe job outlooks and educational requirements for various health careers.
3. Identify career ladder opportunities.
4. Identify careers according to 13 major categories.
5. Explain career search resources.
6. Define and pronounce all terms associated with this unit.

Learning Activities:

1. Compile a list of your personal work related values, interests, and abilities from list of choices and suggestions. (Objective 1; Resource 3).
2. Select and research characteristics of three careers that match your work related values; interests and abilities. (Objective 1; Resources 1,2,3,5,6).
3. Define certification, registration, licensure, technician, technologist, assistant, associate's degree, bachelor's degree, master's degree and doctorate degree. Cite one career example for each educational level. Cite appropriate career ladder opportunities. (Objective 2,3; Resources 1,2,3).
4. List 13 categories of health careers and at least three job examples for each. List tasks associated with each job title. Objective 4; Resources 1,2,3.
5. List 20 physician specialty areas, defining each. (Objective 3,4; Resources 1,2,3,7).
6. Compile a list of 30 names and addresses of career search resources including people, texts, pamphlets, schools, briefs. (Objective 5; Resources 1,2,3,5,6,7).
7. Compile a list of health careers with above average job outlooks through 1995. (Objective 2; Resources 1,2).

8. Compile a list of 10 health careers, their educational requirements, and career ladder opportunities. (Objectives 1,2,3,4; Resources 1,2,5,6).
9. Create a career ladder for an occupation that interests you. (Objective 3,4; Resources 1,3,4,5,6,7).
10. Complete assignment sheets. (Objective 6; Resource 1,2).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
2. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
3. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
4. Frew, Mary A. & David Frew. Comprehensive Medical Assisting: Administrative and Clinical Procedures. 2nd Ed., F. A. Davis Company, Publisher, Philadelphia, 1982.
5. Dictionary of Occupational Titles.
6. Occupational Outlook Handbook.
7. H.E.R.T. Being a Nurses Aide.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 6 with 85% accuracy.

Competency #2: Identify and discuss job search technique (include job application, interview and resume).

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Prepare a personal resume.
2. Complete a job application form.
3. Participate in a job interview.
4. Recognize and relate legal responsibilities and medical ethics to interviewer

Learning Activities:

1. Review several resume formats and select style to use. (Objective 1; Resource 5).
2. Prepare rough draft of resume gathering all personal information. (Objective 1; Resource 5).
3. Type final resume using correct format, spelling and punctuation. (Objective 1; Resource 5).
4. Use computer program for resume preparation. (Objective 1; Resource 20).
5. Review several health facility job applications and purpose of application forms. (Objective 2; Resource 5).
6. Discuss abbreviations/terms found on application forms. (Objective 2; Resource 5).
7. Discuss importance of neatness, completeness and honesty. (Objective 2; Resource 5).

8. Discuss interview techniques, dress and communication skills. (Objective 3; Resource 5).
9. Practice firm hand shakes, introductions, voice control, and eye contact. (Objective 3; Resource 5).
10. List and practice answering common interview questions. (Objective 3; Resource 5).
11. Role play and videotape an interviews. (Objective 3; Resource 5).
12. Participate in an actual interview with school administration. (Objective 3,4; Resource 5,12).
13. Answer job seeking questions from computer programs. (Objectives 1-4; Resources 5,20).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed.; New York: Delmar Publishers, 1988.
2. Speaker Resources from community
3. Job-Seeking Skills - set of 6 computer programs/questions

Evaluation Procedures:

1. Instructor's observation and evaluation of role playing.
2. Written tests, quizzes, and homework assignments which sample objectives 1,2,3 and 4 with 85% accuracy.

Competency #3: List and discuss employment management/retention skills.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Determine net income and calculate a personal budget.
2. Identify basic tax forms.
3. Identify fundamental work habits.
4. Define and pronounce all terms dealing with this unit.

Learning Activities:

1. Complete assignment sheet on calculating net/gross income using tax tables. (Objectives 1,4; Resources 2,3).
2. Prepare a personal budget from assignment sheet questions. (Objectives 2,4; Resources 2,3).
3. Discuss various basic tax forms with a guest speaker accountant. (Objectives 2,4; Resources 1,5).
4. Prepare a W-4 form using given income figures. (Objectives 2,4; Resource 1).
5. Discuss and compile an list of work habits suitable for job retention. (Objectives 3,4; Resource 4).
6. List responsibilities of a good employee in regards to maintaining interpersonal relationships on the job. (Objectives 3,4; Resource 4).
7. Discuss employee responsibility with a local health facility employer. (Objectives 3,4; Resource 4,5).
8. Calculate gross and net income using work sheets. (Objective 1; Resources 2,3).
9. Calculate a budget based on fixed expenses, variable expenses and

savings and compare with net income for a given period of time.
Objective 1; Resources 2,3).

10. Discuss strategies and methods of altering and controlling expenses to meet net income. (Objective 1; Resources 2,3).

Resources:

1. Bredow, Miriam. Medical Office Procedures. Dallas: McGraw-Hill,
2. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
3. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
5. Speaker Resources from community

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #4: Discuss job mobility, career changes, termination.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify parallel and upward mobility in health careers.
2. Identify steps necessary for job termination.
3. Prepare a letter of resignation.
4. Describe/differentiate positive and negative reasons for terminating a job.

Learning Activities:

1. Research several newspapers from large cities and rural areas for health-related job availability. (Objective 1; Resource 5).
2. Create a chart showing lateral and upward career opportunities for medical assistants. (Objective 1; Resources 1,2).
3. Write a draft, then type a letter of resignation to employer. (Objective 3; Resource 4).
4. List reasons for job termination. (Objective 4; Resource 4).
5. List appropriate steps to follow when terminating a job. (Objective 2; Resource 4).
6. Discuss termination procedures with an employer guest speaker. (Objectives 2,4; Resource 3).

Resources:

1. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
2. Badasch, Chesebro. The Health Care Worker. 2nd Ed., Englewood Cliffs, NJ, Brady Company, 1988.
3. Speaker Resources from community

4. Oklahoma State Board of Vocational Technical Education. Medical Assisting Basic Core. Oklahoma, 1981.
5. Newspapers from metropolitan and rural areas.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.
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